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ABSTRACT

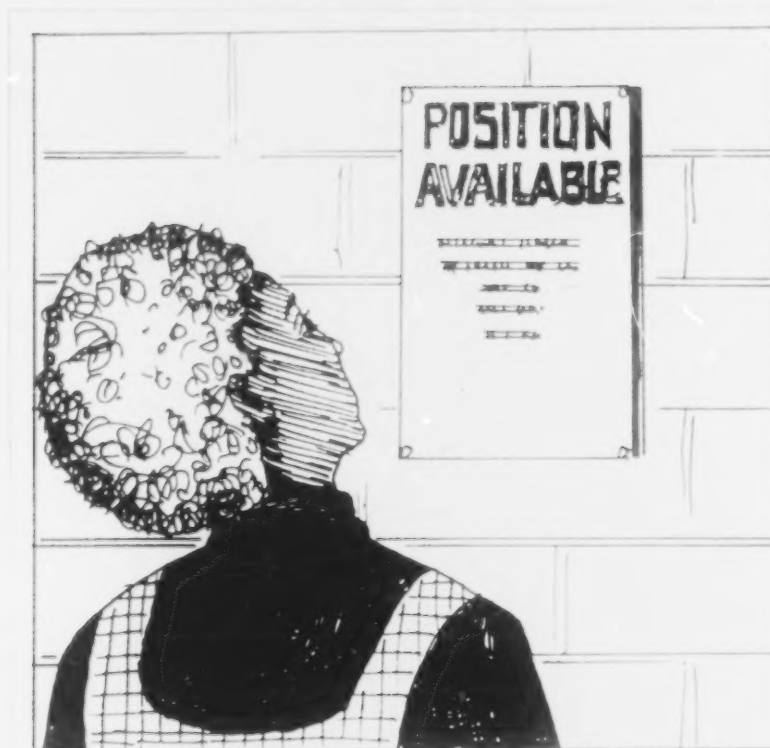
This color-coded guide provides a generic core employment skills and attitudes guide for special needs students that is appropriate for use in all occupational areas. The units should facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. The units are self-paced and contain hands-on materials, objective evaluation checklists, controlled text, and vocabulary development. The "instructor's information" section located in front of the book contains notes to the instructor, helpful resources, and answer keys. The 10 units in the guide cover the following: decision making and problem solving; relations with others; work attitudes and habits; communication; professional hygiene; self-evaluation; applying information; the job interview; paperwork; and keeping the job. Each unit is color-coded for the following components: introduction, objectives, and student assessment; terms and equipment; steps of procedure; skill sheets; activity sheets; and unit review and performance checklist. (KC)

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CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS



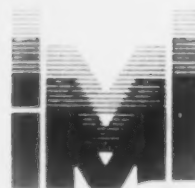
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ELEMENTARY AND SECONDARY EDUCATION



Supplementary Units for

Core Employment Skills

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Core Employment Skills

Preface

Core Employment Skills Supplementary Units are a Special Needs curriculum project sponsored by the Missouri Department of Elementary and Secondary Education, Vocational Special Needs Education. The purpose of this project is to provide a generic core employment skills and attitudes guide for special needs students that is appropriate for use in all occupational areas.

The special needs units should facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. These units are self-paced and contain hands-on materials, objective evaluation checklists, controlled text, and vocabulary development. Each unit is color-coded as follows:

- White: Introduction, Objectives and Student Assessment -- This page presents unit and specific objectives the student must meet to successfully complete the unit. The introduction contains a brief motivational statement describing the purpose and content of the unit. Student Assessment allows the student to determine whether to study the material in the unit or move directly to the unit exam.
- Salmon: Terms and Equipment -- This section introduces new terms and equipment necessary for the student to understand and perform the tasks shown in the unit.
- Canary: Steps of Procedure -- this presents a verbal and illustrated step-by-step explanation of a given skill or task.
- Green: Skill Sheets -- These pages provide paper and pencil exercises to develop and reinforce the math skills necessary to perform the procedures in the unit.
- Blue: Activity Sheets -- Various activities are presented to increase student involvement and provide extra practice in performing the procedures.
- Pink: Unit Review and Performance Checklist -- These sheets are used by the instructor to evaluate student performance. Different forms of review, including identification, matching, multiple-choice and short answer exercises are provided.

These units were developed as hands-on procedural materials for the special needs student and as a resource and guideline to assist the instructor. The instructor's responsibility will be to adapt the material to suit a particular teaching/learning situation. This material can be used as a resource for a variety of special learning situations.

"Instructor's information," located in the front of the book, contains notes to the instructor, helpful resources and answer keys.

Acknowledgements

This Core Employment Skills supplementary guide results from the efforts of the following individuals:

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Supplementary Units for

Core Employment Skills

General Notes to the Instructor

- Step 1: Read through the information in each unit before presenting it to the student.
- Step 2: Make sure all equipment to be used in each unit is available.
- Step 3: Prepare any handouts, visuals or supplemental material to aid student learning activities.
- Step 4: Provide the student with the Introduction page.
- Step 5: Discuss the tasks on the Introduction page and give directions for completing the "Are You Ready?" section.
- Step 6: Have the student complete the Introduction page.
- Step 7: If the student elects to complete the Unit Review and Performance Checklist and does so to your satisfaction, have him or her proceed to the next step.
- Step 8: Discuss the Introduction page information with the student. At this time you can also discuss the Terms and Equipment lists.
- Step 9: Provide the student with the Steps of Procedure section.
- Step 10: Select a means to present the Steps of Procedure. (The means will depend on the student.) You might choose to:
 - a. Have the student study the information independently.
 - b. Go through the Steps of procedure individually or as a group.
 - c. Go through the material as a group, then have students work independently.
- Step 11: Demonstrate the procedures to the student or class.
- Step 12: Give the student time to practice the procedure. (You, the instructor, decide how much time they need.)
- Step 13: Have the student complete all the skill sheets for the unit. Skill Sheets reinforce skills necessary to perform the procedures in the unit and may be used by the student as a self-evaluation tool or by the class as a discussion aid.
- Step 14: Complete any applicable activities listed on the Activity Sheets.
- Step 15: When the student is ready, use the Unit Review and Performance Checklist to evaluate the student's performance for that unit.

Supplementary Units for

Core Employment Skills

Additional Suggestions

Try a team approach when possible:

- Beginning students can work together after the instructor's demonstrations.
- One student with experience in the procedure can work with a beginner.

For non-readers or ESL students, audio-visuals of the lessons can be prepared.

Review equipment with students whenever necessary

Each exercise can be used as a pencil and paper exercise or in any way you, the instructor, feel will best help to clarify the material.

Additional modifications can be made to take care of other disadvantaged/handicapped conditions unique to your situation.

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The following IML guides were also used to prepare these units:

Occupational Orientation Curriculum

Air Conditioning and Refrigeration

Clerical/Secretarial Supplementary Units

Agriculture Sales and Services

Introduction to Cooperative Occupational Education

Job Application and Interview

A computer software series, "Job Success" by MCE, has been purchased to complement these units and is available on loan from the Missouri Vocational Resource Center.

Special Needs Follow-Up Questionnaire

Staff members, writers and advisors have worked to make these instructional materials easy--both to use and to read. We welcome your suggestions and/or corrections. Please return this questionnaire with your comments to:

Special Needs Editor
Instructional Materials Laboratory
8 London Hall
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Columbia, Missouri 65211

Thank you for your time and consideration.

Supplementary Units for
Core Employment Skills

My overall rating of this publication is:

Excellent Very Good Good Fair Poor

To improve the materials, IML should

Other Comments:

Optional:

Name: _____

Address: _____

Supplementary Units

Core Employment Skills

Class Progress Chart

Student Names

[illegible]

THE STUDENT CAN:

- Make decision and solve problems
- Get along with others
- Demonstrate good work attitudes
- Communicate effectively
- Use good professional hygiene
- Evaluate himself or herself
- Apply information about self
- Demonstrate job-interview techniques
- Complete paperwork accurately
- Explain job-keeping skills

Instructor's Signature/Date _____

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

ANSWER KEY

Objective 1:

SKILL SHEET 1

1. B
2. C
3. A
4. C
5. B

ACTIVITY SHEET 1

STEP ONE: Identify the decision.

(Answers will vary according to individual.) Laura must decide what is more important to her: a steady job with no advancement, or an irregular job with a lot of possibilities for advancement.

STEP TWO: List the alternatives.

- Take the steady job.
- Take the irregular job.
- Take neither job.
- Take both jobs.

STEP THREE: Consider the consequences of the alternatives.

1. The steady job provides steady money, but could become tedious.
2. The job with irregular hours could be a financial disaster. It also could be a good opportunity for advancement. There is more financial risk involved with this job, but also more possibilities.
3. Laura could continue her job search, and take neither job.
4. Laura could try to work both jobs, though this might be exhausting.

DECISION MAKING AND PROBLEM SOLVING

STEP FOUR: Make the decision.

The student chooses one out of the four alternatives.

STEP FIVE: Evaluate and be responsible for the decision.

The student could choose one out of the four consequences or come up with logical consequences of his or her own.

Objective 2:

SKILL SHEET 2

1. B
2. D
3. D
4. C
5. A

ACTIVITY SHEET 2

STEP ONE: Identify the problem.

Carl's problem is that he wants to be a good worker, but his supervisor's decision is making that impossible. If Carl follows his orders without questioning, he will be knowingly doing the job incorrectly. If Carl tries to speak to his supervisor, or someone else, he could be seen as insubordinate.

STEP TWO: List the alternatives.

1. Plant the bushes without questioning the situation.
2. Question his supervisor, who may take Carl's advice, or ignore it.
3. Talk to another worker about the situation.
4. Talk to the supervisor's boss about the supervisor's decision.

(NOTE: The student may create other logical alternatives.)

STEP THREE: Think about the consequences of the alternatives.

1. Carl could be held as responsible as the supervisor for the poor decision, or he may not. In either case, Carl will be back to replant the bushes.
2. Carl's supervisor may appreciate the advice, or he may take offense to the advice. Carl's supervisor could take the advice as a sign of insubordination.

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

3. Talking to another worker would probably just inflame the situation, because the other worker can not do anything about the supervisor's decision either.
4. Talking to the supervisor's boss might correct the situation, and possibly promote Carl. It could also be seen as insubordinate behavior, and result in Carl's being fired.

(Answers may vary if the student has created other logical alternatives.)

STEP FOUR: Make the decision.

The student may choose one of the four alternatives, or create a logical alternative of his or her own.

STEP FIVE: Evaluate and be responsible for the decision.

The student may choose one of the above consequences or create one of his or her own.

ACTIVITY SHEET 3

(NOTE: In this problem, it is important for the student to arrive at the correct total figures so the alternatives will be the same. Total basic expenses are \$1074.85. Diane has \$225.15 left over to spend on rent and extras.)

STEP ONE: Identify the problem. Diane wants to live alone, but cannot afford to do so in the apartment she lives in now.

STEP TWO: List the alternatives. Some might be:

1. Diane could live where she is now, but would have to bring in another roommate to share in the expenses.
2. Diane could move to another apartment where she could afford to live alone.

(NOTE: The student may create other logical alternatives.)

DECISION MAKING AND PROBLEM SOLVING

STEP THREE: Think about the consequences of the alternatives

1. Diane may not like living with another person, but she will have more spending money each month.
2. Diane may find a suitable apartment within her budget, but she also must figure on the expense and trouble of moving. Diane may have to spend more for another apartment, which would mean less spending money during the month.

(NOTE: Answers may vary if the student created other alternatives.)

STEP FOUR: Make the decision. The student can choose between the two alternatives, or create a logical alternative of his or her own.

STEP FIVE: Evaluate and be responsible for the decision. The student may choose from the above consequences or create a logical consequence of his or her own.

UNIT REVIEW

1. a. Identify (Define) the decision
b. List the alternatives
c. Think about the consequences of the alternatives
d. Make the decision
e. Evaluate and take responsibility for the decision
2. budget
3. priorities
4. consequences
5. alternatives
6. responsibility
7. evaluate

CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS

RELATIONS WITH OTHERS

ANSWER KEY

Objective 1:

SKILL SHEET 1

1. D
2. B
3. C
4. D

The items to be checked should be: 6, 8, 10, 12 and 13

Objective 2:

SKILL SHEET 2

1. D
2. B
3. C
4. C
5. B
6. A
7. C

Objective 3:

SKILL SHEET 3

1. The statements to be checked are: 1, 3, 5, 7, 9 and 10.
11. B
12. C
13. D

ACTIVITY SHEET 2

Teacher discretion

RELATIONS WITH OTHERS

Objective 4:

SKILL SHEET 4

1. The items to be checked should be: 1, 3, 7, 8 and 9.
11. B
12. A

ACTIVITY SHEET 4

Answers will vary.

Objectives 5 and 6:

SKILL SHEET 5

1. A
2. B
3. C
4. D
5. A
6. D

ACTIVITY SHEET 4

Picture TWO should have a check. The picture shows the supervisor's responsibility to explain to the employee what needs to be done.

Picture THREE should have a check. The picture shows the employee's responsibility to open the office on time. It might also show the employee's responsibility to lock or close up the office.

UNIT REVIEW

1. A
2. B
3. C
4. B
5. D
6. C

CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

WORK ATTITUDES AND HABITS

ANSWER KEY

Objective One:

SKILL SHEET 1

1. C
2. A
3. A
4. D
5. A

Objective Two:

SKILL SHEET 2

1. D
2. A
3. D
4. B
5. B

Objective Three:

SKILL SHEET 3

1. C
2. C
3. A
4. D
5. A

ACTIVITY SHEET 1

Circle the letter of the picture of a person showing a professional attitude:

1. B 2. B 3. B

Check the items that show a person responding honestly and with responsibility.

- 3 8 10

ACTIVITY SHEET 2

Write the ending to the story that shows honesty and responsibility.
(teacher discretion)

ACTIVITY SHEET 3

1. B
2. A

Teacher keeps a record of attendance and work habits to be reviewed by student on a regular basis.

WORK ATTITUDES AND HABITS

Objective Four:

SKILL SHEET 4

1. D
2. C
3. C

Identify the types of changes.

4. E
5. I
6. B
7. E
8. I

Objective Five:

SKILL SHEET 5

1. B
2. A
3. D
4. C
5. B

ACTIVITY SHEET 4

Choose the pictures that show the person displaying initiative.

- 1 4 5

Objective Six:

SKILL SHEET 6

1. C
2. D
3. A
4. C
5. D

ACTIVITY SHEET 5

Implement time management techniques for one week. These techniques include a chart of time spent, an analysis of time wasters, a "to do" list, and a follow-up analysis of how time was spent during the trial week.
(teacher discretion)

CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

WORK ATTITUDES AND HABITS

Objective Seven:

SKILL SHEET 7

1. D
2. D
3. B
4. C
5. A

ACTIVITY SHEET 6

Circle the number of the pictures in which the person is responding positively to criticism.

2 4

UNIT REVIEW

Numbers 1, 5, 8, 10 and 14 should be circled.

CORE EMPLOYMENT SKILLS
COMMUNICATION

ANSWER KEY

Obj's 1 and 2:

ACTIVITY SHEET 1: Teacher discretion.

Obj. 3:

ACTIVITY SHEET 2: No grading necessary.

SKILL SHEET 1

1. D
2. A
3. B
4. C
5. C

Obj. 4:

ACTIVITY SHEET 3

1. B
2. A
3. B
4. B
5. A
6. B

SKILL SHEET 2

1. B
2. C
3. A
4. B
5. D

ACTIVITY SHEET 4

1. B
2. B
3. A
4. B
5. A
6. B

ACTIVITY SHEET 5: Teacher discretion

COMMUNICATION

Obj. 5:

SKILL SHEET 3

1. D
2. B
3. A
4. D
5. B

ACTIVITY SHEET 6: Teacher discretion.

Obj. 6

SKILL SHEET 4

1. C
2. D
3. B
4. A
5. D

ACTIVITY SHEET 7: Items 2, 3, 4 and 6 are good actions.

UNIT REVIEW

1. C
2. B
3. A
4. B
5. B

PROFESSIONAL HYGIENE

ANSWER KEY

Objective 1:

SKILL SHEET 1

1. C
2. B
3. C

ACTIVITY SHEET 1

1 and 3 circled

Objective 2:

SKILL SHEET 2

1. C
2. B
3. B
4. B

ACTIVITY SHEET 2

Teacher's discretion.

Objective 3:

SKILL SHEET 3

1. B
2. A
3. A

ACTIVITY SHEET 3

1 and 3 circled

Objective 4:

SKILL SHEET 4

1. B
2. D
3. A
4. A
5. B

ACTIVITY SHEET 4

2 circled

XX

PROFESSIONAL HYGIENE

ACTIVITY SHEET 5

Complete daily grooming check list. Rating format.

Objective 5:

SKILL SHEET 5

1. A
2. B
3. B
4. A
5. C

ACTIVITY SHEET 6

Complete health maintenance check list. Profile format.

UNIT REVIEW

1. C
2. B
3. D
4. A
5. A

SELF-EVALUATION

ANSWERS

Objective 1:

ACTIVITY SHEET 1 --No scoring.

ACTIVITY SHEET 2 --Scoring provided.

ACTIVITY SHEET 3 --Scoring provided.

ACTIVITY SHEET 4 --Scoring provided.

Objective 2:

ACTIVITY SHEET 5 --No scoring.

ACTIVITY SHEET 6 --No scoring.

ACTIVITY SHEET 7 --No scoring.

Objective 3:

ACTIVITY SHEET 8 --No scoring.

ACTIVITY SHEET 9 -- No Scoring.

Objective 4:

ACTIVITY SHEET 10 -- No scoring.

UNIT REVIEW

1. D
2. B
3. A
4. C
5. D
6. B
7. A
8. A

CORE EMPLOYMENT SKILLS
APPLYING INFORMATION

APPLYING INFORMATION

ANSWER KEY

Objective 1:

ACTIVITY SHEET 1 - Answers will vary according to student.

SKILL SHEET 1

1. B
2. A
3. C
4. C
5. A
6. C

ACTIVITY SHEET 2 - Answers will vary. Discussion is important.

Objective 2:

SKILL SHEET 2

1. C
2. D
3. C

Objective 3:

ACTIVITY SHEET 3 - No scoring.

Objective 4:

ACTIVITY SHEET 4 - Answers will vary.

ACTIVITY SHEET 5 - Answers will vary.

ACTIVITY SHEET 6 - Answers will vary.

ACTIVITY SHEET 7 - Students score themselves to find how well they know their jobs or careers.

UNIT REVIEW

1. A
2. B
3. D
4. D
5. B

CORE EMPLOYMENT SKILLS
THE JOB INTERVIEW

THE JOB INTERVIEW

ANSWER KEY

Objective 1:

SKILL SHEET 1

Ten questions. Teacher's discretion.

Objective 2:

ACTIVITY SHEET 1

Teacher's discretion.

Objective 3:

SKILL SHEET 2

2, 3, 5, 6, 7, 9 and 10 should be checked.

ACTIVITY SHEET 2

Teacher discretion.

Objectives 4 and 5:

SKILL SHEET 3

- | | | |
|------|-------|-------|
| 1. I | 6. I | 11. L |
| 2. L | 7. I | 12. I |
| 3. L | 8. L | 13. L |
| 4. I | 9. L | 14. I |
| 5. L | 10. L | 15. L |

Objective 6:

ACTIVITY SHEETS 3, 4 AND 5

Teacher discretion.

UNIT REVIEW

8, 11, 6, 1, 7, 5, 9, 2, 4, 10, 3

CORE EMPLOYMENT SKILLS
PAPERWORK

PAPERWORK
ANSWER KEY

Objective 1:

SKILL SHEET 1

1, 4, 5, 6, 8, 9, 11, 12, 14, 15 should have a check beside them.

Objective 2:

SKILL SHEET 2

1. Gross = \$190
Net = $\$190 - \$35 = \$155$
2. Gross = $(2 \times 40 \times \$6) + (\$9 \times 2) = \$498$
Net = $\$498 - \$100 = \$398$
3. Gross = \$400
Net = $\$400 - \$60.75 = \$339.25$

ACTIVITY SHEET 1

1. 280.01
2. 212.11
3. 560.02
4. 424.22
5. 67.90

Objective 3:

SKILL SHEET 3

1. B
2. A
3. C
4. C
5. B

PAPERWORK

ACTIVITY SHEETS 2, 3 AND 4

Teacher's discretion

Objective 4:

SKILL SHEET 4

1, 3, 4, 5, 6, 7, 10, 11, 12, 14, 15 should have a check beside them.

UNIT REVIEW

1. B
2. AA
3. E
4. A
5. C
6. D
7. AD
8. BC
9. AB
10. AE
11. BD
12. AC

KEEPING THE JOB ANSWER KEY

CORE EMPLOYMENT SKILLS
KEEPING THE JOB

Objective 1:

SKILL SHEET 1

1. B, 2. A, 3. B, 4. D

Objective 2:

SKILL SHEET 2

The student should have only his or her name in the upper right hand corner, the numbers "1" through "10" at the bottom of the page and two lines beside each number.

SKILL SHEET 3

1, 3, 4, 6, 7, 8, 11, 12, 13, 15, 19, 20 should have a check.

SKILL SHEET 4

1. A, 2. B, 3. A, 4. A

(SKILL SHEET 5 is below.)

Objective 3:

SKILL SHEET 6

1. A, 2. C, 3. D, 4. A, 5. B

ACTIVITY SHEET 1

Teacher discretion.

(SKILL SHEET 7 is on next page.)

SKILL SHEET 8

1. A, 2. A, 3. D, 4. A, 5. D, 6. D, 7. A, 8. A, 9. A

Objective 4:

UNIT REVIEW: question 1 (answers on next page)

SKILL SHEET 5:

H O N E S T Y	F	D	E	P	E	N	D	A	B	L	E
	O										
	L					A	C	C	E	P	T
	L										
	O										
	W										
	D	I	R	E	C	T	I	O	N	S	C

SKILL SHEET 7:

C	O	M	K	N	O	W	L	E	D	G	E	Q
		M										
		L	U									
		E		N								
		A										
		D	P	E	N	D	A	B	I	M	O	T
		E										
		R										
		S										
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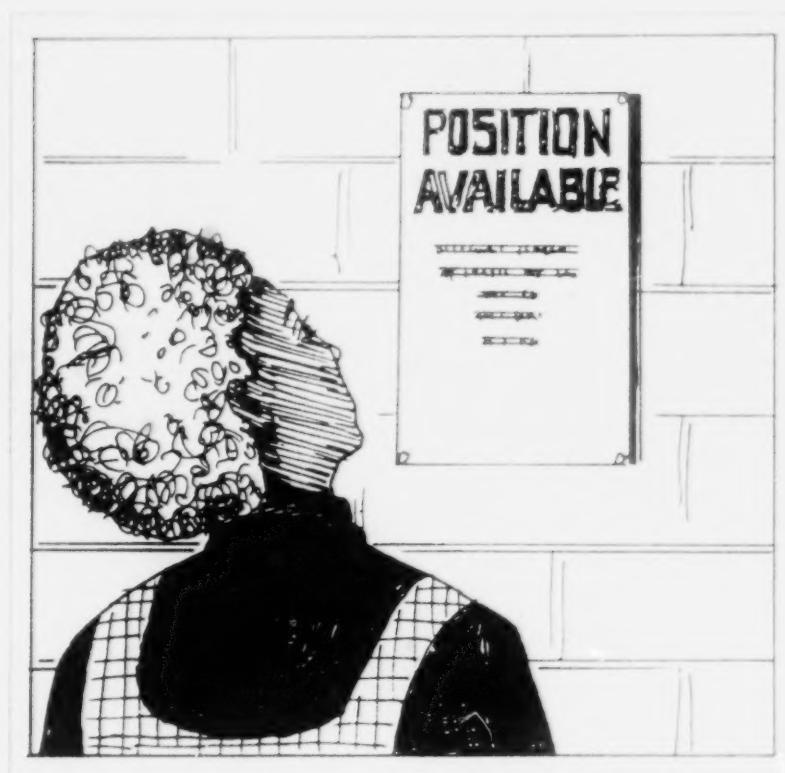
UNIT REVIEW

1. a. offered a better job
- b. decided to return to school
- c. job is not right for you
- d. moving away

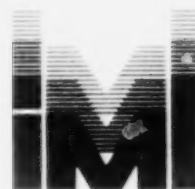
2. B
3. A
4. C
5. B
6. D
7. C

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • DECISION MAKING AND PROBLEM SOLVING



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DECISION MAKING AND PROBLEM SOLVING

INTRODUCTION

Decision making is an important part of becoming an adult. As an adult, you will need to make personal as well as professional decisions. These decisions will greatly affect you and those around you.

Likewise, being able to solve problems is a skill you will use at home and at work. It is important to understand the process of decision making and problem solving and to practice these skills.

UNIT OBJECTIVE

After you complete this unit, you should be able to define and apply decision-making and problem-solving skills in your personal life and in your job.

SPECIFIC OBJECTIVES

After you complete this unit, you should be able to:

1. Use the five-step process to make decisions.
2. Use the five-step process to solve problems.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

A. TERMS FOR DECISION MAKING AND PROBLEM SOLVING

1. **Alternatives** - two or more choices one can take.
2. **Budget** - a plan for spending money (or time) over a specific span of time. Usually, you try to balance the amount of money coming in with your costs.
3. **Consequence** - something that occurs because of a certain action, choice or condition.
4. **Decision** - an opinion or choice, usually made after careful thought.
5. **Decision-making process** - a method of choosing the best thing to do or best way to go.
6. **Evaluate** - to try to find the value or worth of an object or idea.
7. **Priority** - something judged to be more important than another thing. Several things may have to be ranked in order of most important to least important. Something with priority is usually taken care of first.
8. **Problem** - a real-life question that needs to be solved. A realistic situation that is difficult to deal with or understand.
9. **Problem-solving process** - the way by which an answer to a real conflict or question is found.
10. **Responsibility** - something you must take care of; something for which you have been assigned credit or blame.

B. THE FIVE-STEP DECISION-MAKING/PROBLEM-SOLVING PROCESS

The five-step decision-making process is an approach that helps you choose your best action. In the five-step process, you will identify the decision to be made, list the alternatives, and then choose the best one.

1. **STEP ONE:**

Identify the decision or problem.



2. **STEP TWO:**

List the alternatives.



3. **STEP THREE:**

Think about the consequences of the alternatives.



4. **STEP FOUR:**

Make the decision.



5. **STEP FIVE:**

Evaluate and take responsibility for the decision.



C. USING THE FIVE-STEP PROCESS

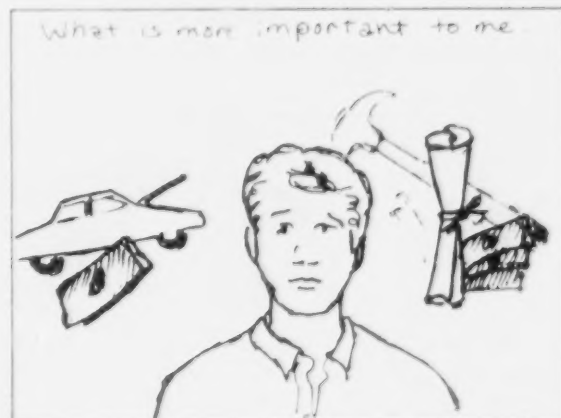
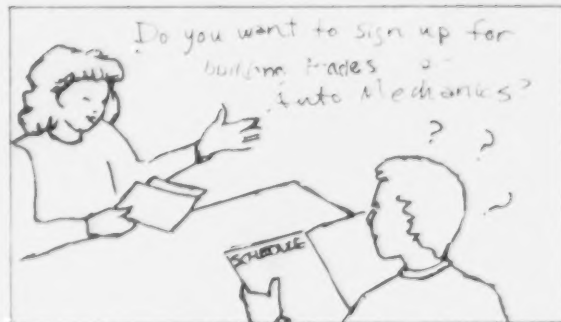
Here is an example of the decision-making/problem-solving process. Joe is a Junior at City High School. He must decide what courses to take next year.

Joe is interested in both auto mechanics and building trades. He is not sure whether he would like to become a mechanic or a construction worker. If he takes auto mechanics he can become a mechanic. If he takes building trades he can become a construction worker. Let's apply the decision-making process to Joe's decision.

1. STEP ONE: Identify the decision.

At first glance, it seems Joe must decide between two courses: auto mechanics or building trades. But be careful when identifying the decision.

Joe's decision involves more than just a choice between two classes. His decision involves two priorities: (1) does he want to become an auto mechanic or (2) does he want to become a construction worker?



2. **STEP TWO: List the alternatives.**

- Choose auto mechanics
- Choose building trades



3. **STEP THREE: Think about the consequences of the alternatives.**

- Choose auto mechanics: can be a mechanic
- Choose building trades: can be a construction worker
- If I become an auto mechanic do I want to work indoors and get my hands dirty?
- If I become a construction worker do I want to work outdoors all year?



CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

4. STEP FOUR: Make the decision.

Joe decides (1) that he likes to get his hands dirty and (2) work indoors so he chooses the class in auto mechanics.

Joe has made the decision to train to become an auto mechanic instead of a construction worker based on his interests.



5. STEP FIVE: Evaluate and be responsible for the decision.

Joe felt he made a good decision because he could take a class in something that he enjoyed and train for a career. By using the decision making process, he arrived at the best decision for himself.



DO SKILL SHEETS 1 AND 2

DO ACTIVITY SHEETS 1, 2 AND 3

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

SKILL SHEET 1

Directions: Below are questions about the decision Joe made. Circle the letter of the correct answer to each question.

1. Joe had to
 - a. choose whether to go to night school.
 - b. choose between two different job training classes
 - c. both a and b
 - d. neither a nor b

2. One of Joe's alternatives was to
 - a. go to an amusement park.
 - b. join the army.
 - c. take auto mechanics.
 - d. all of the above

3. Joe decided to
 - a. take auto mechanics because he liked working indoors
 - b. drop out of school.
 - c. ask a friend what to do.
 - d. not make a decision.

4. Joe felt he made a good decision because
 - a. he could spend each day at the beach.
 - b. he would have more time to spend with his friends.
 - c. he could prepare for a job that he would like.
 - d. he would never have to go to school.

5. Joe is responsible for his decision because he realizes

- a. he doesn't need to finish school.
- b. he will get training for a job that has the kind of working conditions he likes.
- c. he can spend more time with his friends.
- d. he can quit his job if he gets too tired.

DECISION MAKING AND PROBLEM SOLVING

ACTIVITY SHEET 1

For three months, Laura has been looking for a job. She has just been offered two jobs. One has regular hours and set pay, but few chances for advancement. The other job has irregular hours and pay depending upon the work that comes in, but has more chances for advancement.

Directions: Work through the decision-making process below. Consider the good and bad points for each job. Based on the information you have, decide which job you think Laura should take.

STEP ONE: IDENTIFY OR DEFINE THE DECISION

STEP TWO: LIST THE ALTERNATIVES

**STEP THREE: CONSIDER THE CONSEQUENCES OF THE
ALTERNATIVES**

STEP FOUR: MAKE THE DECISION

**STEP FIVE: EVALUATE AND BE RESPONSIBLE FOR THE
DECISION**

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

SKILL SHEET 2

Bertha is hard at work when she receives a personal phone call from her friend, Alexa, who wants to discuss their weekend plans. Bertha realizes Alexa doesn't know the office is no place for personal calls, but she doesn't want to hurt Alexa's feelings. She tries to be tactful and says, "I must go now. Mrs. Bock is buzzing me. See you Friday."

(NOTE TO THE TEACHER: This situation appears in Assignment Sheet 9, Unit 1, "Utilizing Human Relations Skills," of the Core Employment Skills Guide.)

Directions: Below are questions about the problem Bertha solved. Circle the letter of the correct answer to each question.

1. What is Bertha's problem?
 - a. She wants to go out Friday night, but Alexa wants to go out Saturday.
 - b. She knows personal calls are against the rules, but she doesn't want to anger her friend by hanging up.
 - c. She knows her boss is out of the office, so she shouldn't get caught talking to her friend.
 - d. She would rather write Alexa, but Alexa wants to talk over the phone.

2. Which of the following is one of Bertha's alternatives?
 - a. hang up without saying anything
 - b. keep talking
 - c. tell Alexa politely she can't talk right now
 - d. all of the above

3. Which of the following consequences does not fit its alternative:
- a. Alternative: Bertha hangs up without saying anything.
Consequence: Alexa gets angry and refuses to go out with Bertha.
 - b. Alternative: Bertha keeps talking.
Consequence: Bertha's boss gets angry and fires Bertha.
 - c. Alternative: Bertha politely tells Alexa she can't talk now.
Consequences: Alexa doesn't get angry. Bertha's boss doesn't get angry and compliments Bertha on how tactfully she handled her friend.
 - d. Alternative: Bertha hangs up on Alexa without saying anything.
Consequence: Bertha eats pizza for lunch and gets her car washed.
4. What decision did Bertha make?
- a. She hung up on Alexa without saying anything.
 - b. She kept talking to Alexa, despite office rules.
 - c. She politely told Alexa she couldn't talk now.
 - d. None of the above
5. Bertha's boss asks why Alexa called Bertha at work. What would be the best way to reply?
- a. "Alexa didn't know personal calls aren't allowed at work. I only stayed on the phone long enough to tell her politely that I couldn't talk to her."
 - b. "Alexa's parents were in a car accident, and she wanted to let me know they were all right."
 - c. "Because she's my friend. Get off my back."
 - d. "Because I told her she could call anytime."

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

ACTIVITY SHEET 2

Carl works for a landscaping company. Carl's supervisor asked him to plant a row of bushes on the north side of a building. Carl knew this type of bush would not live more than six weeks on the north side of the building. What should Carl do? Should he follow his supervisor's order (even though he knows it is wrong), or do something about the situation?

Directions: Apply the problem solving process and decide what Carl should do. Be sure to explain your reasons.

STEP ONE: DEFINE THE PROBLEM

STEP TWO: LIST THE ALTERNATIVES

**STEP THREE: CONSIDER THE CONSEQUENCES OF THE
ALTERNATIVES**

STEP FOUR: MAKE THE DECISION

**STEP FIVE: EVALUATE AND BE RESPONSIBLE FOR THE
DECISION**

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

ACTIVITY SHEET 3

Diane and Susan rent an apartment. Susan is moving and will leave the apartment. Diane doesn't know what to do. She would like to live alone, but doesn't know if she can afford it.

Diane's Basic Expenses are:

Food: \$200.00 per month

Car: \$190.00 per month

Clothes: \$200.00 per month

Utilities: \$125.00 per month

Parking: \$20.00 per month

Medical Insurance: \$36.30

Dental Insurance: \$3.92

Misc. medical expenses: \$20.00

Income tax withheld: \$182.00

Social Security withheld: \$97.63

Total Basic Expenses: \$ _____ per month (add the above expenses to figure the total.)

Total Earnings: \$1300.00 per month

Diane has \$ _____ per month (subtract total expenses from total earnings) to spend on rent and other things she wants during the month. The apartment costs \$350.00 per month. Diane's half of the rent has been \$175.00 per month. What should Diane do?

Directions: Assess Diane's basic expenses. Then use the problem-solving process to think of all her possibilities and decide upon a solution.

STEP ONE: IDENTIFY THE PROBLEM

STEP TWO: LIST THE ALTERNATIVES

**STEP THREE: THINK ABOUT THE CONSEQUENCES OF THE
ALTERNATIVES**

STEP FOUR: MAKE A DECISION

**STEP FIVE: EVALUATE AND BE RESPONSIBLE FOR THE
DECISION**

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

DECISION MAKING AND PROBLEM SOLVING

UNIT REVIEW

Directions: Use each phrase below to fill in the blanks.

Think about the consequences of the alternatives
Evaluate and be responsible for the decision

Identify the decision

Make the decision

List the alternatives

1. List, in order, the five steps in the decision-making/problem-solving process.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Directions: Fill in the blanks with the words listed below.

responsibility
evaluate

alternatives
priorities

consequences
budget

2. Diane needed to plan a _____ to manage her monthly expenses.
3. Joe was able to identify his _____ for taking auto mechanics instead of building trades.

4. Joe was pleased with the _____ of his decision, because he was able to take a class that fit his job goals.
5. After thinking over her problem, Bertha chose one of her _____.
6. As an adult, it is your _____ to pay your taxes.
7. Do not _____ yourself too harshly when you begin a new job.

CORE EMPLOYMENT SKILLS
DECISION MAKING AND PROBLEM SOLVING

**DECISION MAKING AND PROBLEM SOLVING
PERFORMANCE CHECKLIST**

Student _____ has successfully performed the following tasks:

	YES	NO	COMMENTS
Followed the five-step process to make a decision:			
1. Identified the decision			
2. Listed the alternatives			
3. Considered the consequences of the alternatives			
4. Made the decision			
5. Evaluated and took responsibility for the decision			
Used the five-step process to solve a problem:			
1. Identified the problem			
2. Listed the alternatives			
3. Considered the consequences of the alternatives			
4. Made the decision			
5. Evaluated and took responsibility for the decision			

Satisfactory - Should move on ☐

Repeat this unit ☐

Student's Signature/Date _____

Instructor's Signature/Date _____

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • RELATIONS WITH OTHERS



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RELATIONS WITH OTHERS

INTRODUCTION

One of your most important tasks at work is to get along with others. If you argue with others, don't work well with your co-workers or criticize the boss, you probably won't have your job long. It is a two-part challenge. You must do your job well and get along with other workers.

UNIT OBJECTIVE

After you complete this unit, you should be able to show you can work well with others.

SPECIFIC OBJECTIVES

After you complete this unit, you should be able to specifically:

1. Interact (to try to communicate or get along) with others in a courteous and tactful manner.
2. Respect the rights and privacy of others.
3. Demonstrate (show) the ability to work productively with different types of people.
4. Work with others toward a common goal.
5. Acknowledge and accept responsibility.
6. Acknowledge and accept the authority of supervisors.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

CORE EMPLOYMENT SKILLS RELATIONS WITH OTHERS

A. Terms

1. **Authority** - the power or right to give orders and make decisions. The power to be in charge.
2. **Behavior** - the way a person acts or responds.
3. **Compromise** - a way of settling a dispute in which each side gives up part of what it wants so that both sides are partly satisfied.
4. **Confidence** - a feeling of belief or trust in a specific person or thing.
5. **Conflict** - a disagreement or fight.
6. **Consideration** - caring or thoughtful action when dealing with the needs and desires of someone else.
7. **Courtesy** - helpful or polite behavior. A person shows "courtesy" when he or she uses helpful or polite behavior.
8. **Empathy** - the ability to recognize and share the ideas and feelings of others.
9. **Prejudice** - a judgment or opinion (usually bad) that is formed before all the facts are known.
10. **Privacy** - secrecy; one's personal affairs.
11. **Recognition** - special notice given by others for something well done.
12. **Right** - a privilege a person can claim because of accepted rules in law, nature or tradition.
13. **Rigid** - unwilling to bend or change.

14. **Respect** - showing honor or admiration for another person or for his or her actions.
15. **Sensitive** - keenly aware of the thoughts or feelings of others.
16. **Stereotype** - an idea, usually about a group, that ignores differences between individual people in the group.
17. **Tactful** - able and willing to take polite action or say polite words to others at the right time so hurt or angry feelings are soothed or avoided.
18. **Trust** - a strong belief that someone is honest or can be depended on.

B. GETTING ALONG WITH OTHERS

To get along with others, you must show (1)courtesy, be (2)tactful, and (3) be a good listener. Courtesy has two parts -- (a.)empathy and (b.)consideration. To be "courteous" to others you must show them both. There are simple steps you can take to learn to get along with others.

Courtesy means "showing helpful or polite behavior to others."

Empathy is "the ability to share or understand someone else's feelings."

Consideration is "showing regard for someone else's feelings."

Tactfulness means "the ability to say or do the right thing so no one gets hurt or angry."

1. **COURTESY:** Showing courtesy can be anything from helping an elderly person across the street to taking in the mail for your neighbor while he or she is away.

At work, courteous behavior can take many forms. Taking a phone message for someone is one way. Helping change a typewriter ribbon is another way. Staying late to help finish a project is another example of courteous behavior.

Here are some tips for being courteous at work:

- a.) always remember to show respect for other people and their work.



b.) Remember to say "Please" when you would like something and "Thank you" when it is given.

c.) Remember that courteous behavior takes very little effort but often means a lot to others.

2. **EMPATHY** Showing empathy means putting yourself in someone else's position and seeing how they feel. If you have a friend who has just lost a pet and your family dog died last year, you feel empathy for your friend because you know sad they are feeling.



At work, you are showing empathy if you say to a new person, "I know how tough it is to start work here. I didn't know my way around either at first. You will learn quickly."

Here are some ways to show empathy at work:

a.) Remember how you felt when similar things happened to you. Put yourself in the place of others.

b.) Try to share the feelings of others. To show empathy you must understand what someone else is feeling.



CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS

3. **CONSIDERATE** Being considerate is showing regard for someone else's feelings. Calling a friend that you know is lonely is a considerate thing to do.

At work, it is considerate to not bother someone who is hard at work on a project. It is also considerate to share credit with those who helped you if your boss thanks you for a job done well.

Some ways to show consideration at work:

- a.) **Lend a hand.** Be willing to help another worker without being asked.
- b.) **Give a second chance.** If another worker makes a mistake, offer help or show how to do the job better so it won't happen again.
- c.) **Treat others the way you want to be treated.**
- d.) **Praise others.** If fellow workers do a job well, give recognition by telling them.



4. **TACTFULNESS** Tactfulness is the ability to do or say the right thing. If you are tactful you say or do the the proper things and rarely anger or hurt anyone's feelings. If your mother burns the soup at dinnertime, it is tactful to tell her how good the pork chops are instead of mentioning the soup.

Tactfulness at work can mean pointing out the good things about a finished project instead of talking about the things that went wrong. It can also mean curbing your anger if you pinch your finger or are treated rudely by a customer.

Here are some hints for showing tactfulness at work:

- a.) Stop and think before you say or do the first thing that comes into your mind.
- b.) If you are angry, count to ten and take a deep breath before acting.
- c.) Remember that tactfulness is a skill used to deal with people and difficult situations.

One final hint to help you get along with others you work with and



CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS

encounter in your daily life is to be a good listener. Here's how:

a.) Remember the difference between **hearing** and **listening**. **Hearing** occurs when sound reaches your ears. **Listening** involves thinking about what you hear.

b.) Tune out all other noise.

c.) Don't plan a reply until the speaker has finished. You can't listen and plan an answer at the same time.

d.) Listen politely even if you do not agree with the speaker.

e.) Use the speaker's name to show you are listening and care about what he or she is saying.

f.) Ask questions that show you care about what the speaker is saying.

g.) Let others share their ideas. Don't be overbearing.



Remember: Be courteous, tactful and a good listener to show others you care about their feelings.

DO SKILL SHEET 1
DO ACTIVITY SHEET 1

CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS

RELATIONS WITH OTHERS

SKILL SHEET 1

Directions: Choose the letter of the answer that best completes each sentence below.

1. Being _____ means you show others you care about their needs.

a. compromise	b. empathy
c. tactful	d. considerate

2. You show _____ when you express understanding or concern for the feelings or situations of others.

a. anger	b. empathy
c. tactful	d. considerate

3. You are _____ when you are careful not to hurt someone else's feelings with what you say.

a. compromise	b. empathy
c. tactful	d. angry

4. In order to interact well with others, you must show _____.

a. rudeness.	b. anger.
c. hate.	d. empathy and consideration.

Directions: Put a check beside the things you could do to show consideration.

- ___ 5. Walk away when someone is talking to you

- ___ 6. Smile
- ___ 7. Frown or snarl
- ___ 8. Pat someone on the back
- ___ 9. Push someone aside
- ___ 10. Listen to others
- ___ 11. Act busy when you see someone needs help
- ___ 12. Shake someone's hand
- ___ 13. Help out when someone else is busy
- ___ 14. Don't look someone in the eyes when talking
with him or her

RELATIONS WITH OTHERS

ACTIVITY SHEET 1

Purpose: The purpose of this role playing situation is to see how well students interact in work situations.

Directions: The situations have two employees -- Employee 1 and 2. Each student should get a chance to play both employees. Employee 2 reacts to Employee 1. Some typical job situations for role play might include: an office, a construction site, or a garage.

Employee 1:

- (1) Has had a bad day
- (2) Has made a mistake
- (3) Doesn't like Employee 2's idea of how to do a job.
- (4) Is behind and needs help.
- (5) Doesn't like a habit that Employee 2 has.
- (6) Does a good job on a task.

Employee 2:

Reacts

Reacts

Reacts

Reacts

Reacts

Reacts

CORE EMPLOYMENT SKILLS RELATIONS WITH OTHERS

C. RESPECTING OTHERS' RIGHTS AND PRIVACY

In this country, each person has certain "rights." A right is a privilege a person has been given by law, nature or tradition (habits or customs built up over time). A list of important rights could (and does) fill many books. A few of the important rights most of us have include:

The right to make decisions for ourselves

The right to speak our mind (as long as it doesn't hurt someone else)

The right to think what we like

People have argued about which rights we have or should have for as long as people have lived together in groups. What rights people should have is an ongoing discussion in most societies. For example, in this country we have been given the "right to bear arms (guns)." But does this mean everyone has the right to carry a gun? Some say "yes" and some say "no."

It is impossible to define each person's specific rights. The main point to learn is that other people should have the same rights as you do. A good rule of thumb is to "do unto others as you would have them do unto you." In other words, treat others the way you want to be treated. Give others the same rights you think you deserve.

1. Respect other people's rights to make their own decisions even if you don't agree. If a co-worker decides to wear a purple shirt to work every Friday, as long as it is always clean and not against the dress code, you must respect his or her decision to do so.

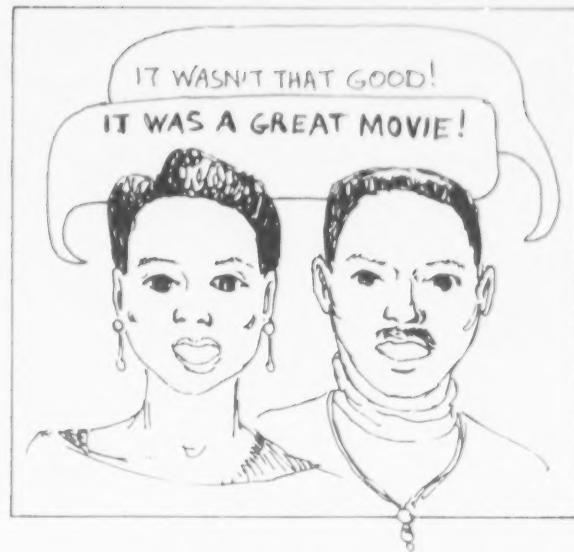


2. **Respect another person's right to voice their opinion, as long as it doesn't hurt anyone.** If you and a friend go to a movie one night after work, it is fine for you to say you loved the movie and for your friend to say he or she disliked it. You are each exercising your right to say what you thought about the movie.

3. **Respect another person's right to think what they like.** If there is going to be an election for mayor in your town, it is correct for people to form their own opinions of the candidates and vote for the one they like the best. Husbands and wives often vote for different candidates, even though they agree on many other things in life. This is an example of a person's right to think what they like.

Here are some hints for respecting others' rights and privacy:

- a. Be sensitive. Be aware of the feelings and thoughts of others.
- b. Respect another worker's need for privacy. Don't ask personal



**CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS**

questions unless the subject deals directly with work.

- c. Don't borrow or ask for favors too often. If you often push others to do too much for you without offering to help in return, they may think you are using them or don't respect them.

DO SKILL SHEET 2

RELATIONS WITH OTHERS

SKILL SHEET 2

Directions: Choose the best answer to complete the sentences below.

1. One way to show respect for the personal rights of others is to
 - a. not talk to others.
 - b. not listen to others.
 - c. not go to parties.
 - d. avoid asking personal questions.
2. One way to show respect for another person's privacy is to
 - a. borrow something without asking.
 - b. not force the person to talk about something he or she does not want discuss.
 - c. talk with someone else about his or her problem.
 - d. talk negatively about someone when he or she is not around.
3. One way to show respect for another person's right to voice their opinion is to
 - a. not go out with them.
 - b. take credit for someone else's work.
 - c. ask an interesting question about an event you have seen or a newspaper article you have both read.
 - d. avoid an employee who wants to do a good job.

4. You shouldn't ask someone for too many favors because:
- a. you don't respect them.
 - b. keeping a secret is hard to do.
 - c. you don't like them.
 - d. they may lose respect for you.
5. Everyone has a _____ to privacy.
- a. empathy
 - b. right
 - c. sensitive
 - d. trust
6. A boss may not _____ an employee who does not come to work on time.
- a. respect
 - b. right
 - c. sensitive
 - d. empathy
7. _____ are privileges that laws, nature and traditions have given to a person.
- a. respect
 - b. trust
 - c. rights
 - d. anger

CORE EMPLOYMENT SKILLS RELATIONS WITH OTHERS

D. WORKING WITH DIFFERENT TYPES OF PEOPLE

You are expected to work with all types of people. You will like some people, and you won't like others. As an employee, you must not let your feelings get in the way of doing a good job. In this section, you will study ways to help you get along with others.

1. Don't form stereotypes.

A "stereotype" is a rigid (unwilling to bend or change) idea about a group that ignores differences between each person in the group.

Example: Marla graduated from school with training in building trades. She wanted to become a construction worker.

Since she had done very well in school, she was hired by the biggest construction firm in town. The company had never hired a woman before and the first day she started, the men on her project were shocked. They had never seen a woman construction worker before and did not think a woman could do the work.

They had formed a **stereotype** that women did not become construction workers.

After Marla's first week, the



other construction workers were impressed with how good she was and how well she did her job.

Marla proved them wrong and overcame a stereotype.

Obviously, the construction workers' thinking was wrong. Stereotypes about people can be very wrong.

The construction workers didn't think enough about women's abilities before deciding they couldn't or shouldn't become construction workers.

Like the men, we often tend to make decisions about others before we learn enough about them.

Usually, you can tell a stereotype by the words being used. A stereotype tends to use the words "all" or "every." A stereotype says (or implies) that "all" members or "every" member of a group is like all the others.

2. Don't be prejudiced.

Prejudice is based on stereotypes. Prejudice is a judgment or opinion made before all the facts are known. Usually, a prejudice is a feeling that one person or group is not as good as another. Prejudices do not take into



CORE EMPLOYMENT SKILLS RELATIONS WITH OTHERS

account examples that prove them wrong.

Example: Franz and his family had recently moved to town. They came over from Germany to be with the rest of their family.

Franz found work as an auto mechanic. He was very excited because he wanted to be like other American teenagers.

At the garage, the other mechanics soon found out that Franz did not speak English very well. Since Franz could not fully respond to their questions, the other mechanics did not think he was very smart.

They were prejudiced against him because he could not speak English very well and because of this they thought he was dumb.

As it turned out, Franz was an excellent mechanic and taught the other mechanics some new ways to fix engines that he had learned in Germany.

He overcame their prejudice of foreigners because he was very good at fixing cars. The other

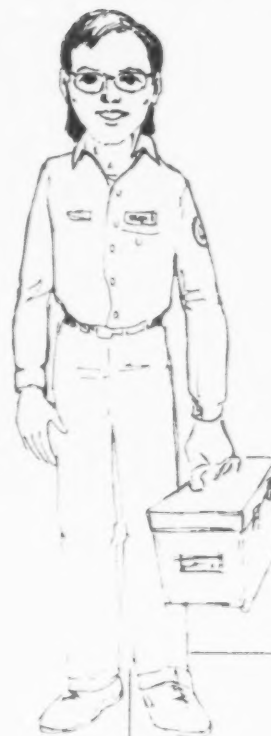


mechanics then helped him learn English.

By their judgment, the mechanics unfairly grouped all foreigners who have trouble speaking English as dumb.

3. **Be understanding.** Prejudices and stereotypes come from not knowing enough about someone. If you listen to people, try to learn more about them and give them a chance, you may be able to avoid prejudices and stereotypes. Don't judge someone because of something you hear. Learn more about him or her and decide for yourself.

A good rule to follow is "Do not judge someone else until you have walked a mile in his or her shoes." In other words, don't form an instant opinion of another person. Try to understand someone before you judge him or her. This will help you get along with others at work and in life.



DO SKILL SHEET 3

DO ACTIVITY SHEET 2

RELATIONS WITH OTHERS

SKILL SHEET 3

Directions: Put a check beside the statements below that show stereotypes. (Hint: Words like "all," "every" or "never" often mean a stereotype is coming soon.)

- ___ 1. All old people are crazy.
- ___ 2. John is very smart.
- ___ 3. All girls are soft.
- ___ 4. Carrie is a cute girl.
- ___ 5. Boys should never cry.
- ___ 6. That man is very old.
- ___ 7. All Iranians are terrorists.
- ___ 8. My English teacher is very tough on us.
- ___ 9. Every politician is a liar.
- ___ 10. Everyone in that part of town is poor.

(over)

Directions: Choose the letter of the answer that best completes the sentences below.

11. A _____ is an idea that ignores differences between people.

- | | |
|------------|---------------|
| a. lunch | b. stereotype |
| c. empathy | d. trust |

12. An unfair bias that comes from lack of knowledge is known as

- | | |
|--------------|----------------|
| a. respect | b. recognition |
| c. prejudice | d. pride |

13. One way to get along with different types of people is to

- | | |
|----------------------------------|--|
| a. treat them all badly. | b. not talk to anyone you don't know. |
| c. ignore people you don't know. | d. learn about people before judging them. |

RELATIONS WITH OTHERS

ACTIVITY SHEET 2

Underneath the pictures below, write a complete sentence or two describing what stereotype is being overcome.

After you finish, your teacher will lead a discussion that focuses on the situations pictured.

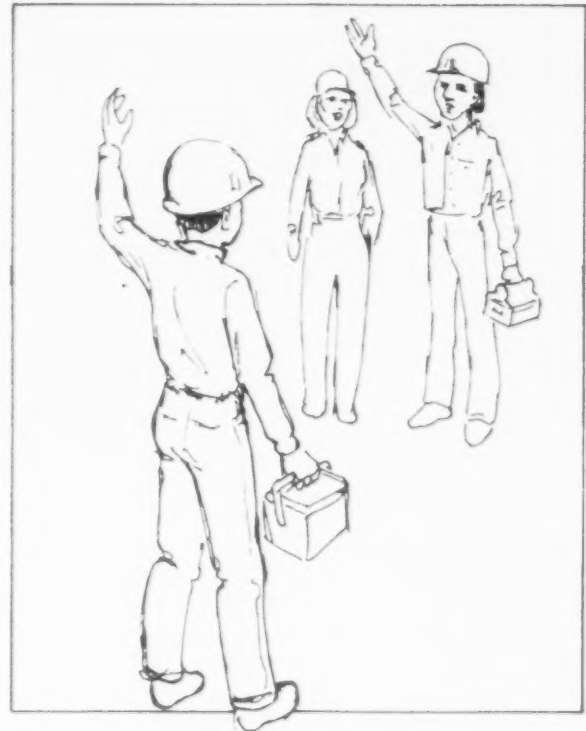
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E. WORKING WITH OTHERS TOWARD A COMMON GOAL

Working with others toward a common goal (teamwork) is important.

1. **Show respect to those you work with.** Show that you think they can do their job well.
2. **Don't exclude others** by only talking, eating lunch, etc. with a small group of people. Don't gossip about other workers.
3. **Use a compromise to resolve conflicts.** In a compromise, both sides give up something they want in order to reach an agreement. As an employee, you are part of a team. Sometimes a company goal must come before a personal one.



Example: Robin and Alex work side by side as spot welders. Since the company is very busy and they have hired some extra help, Robin and Alex have to share a mask for a few days. Since Robin has more projects than Alex, she thinks she should have the mask whenever she needs it. Alex does not have as many projects as Robin but his are just as important. They both must



resolve the conflict.

Some compromises might include:

--Alex using the mask in the morning and Robin using the mask in the afternoon.

--Alex using the mask on Tuesdays and Thursdays and Robin using the mask on Mondays, Wednesdays and Fridays.

--Making a new schedule every Monday and always using it.

- a. **Keep the cause of a conflict in focus.** They both have important parts to weld, and must use the mask, so they must arrange a schedule to share the mask. To Alex, his work is as important as Robin's even though she needs the mask more often.
- b. **Don't take physical action (hitting or pushing).** Robin will not resolve the conflict by yelling at Alex or pushing him away from the mask.
- c. **Keep calm.** If either Robin or Alex is angry, they should wait to discuss the conflict until they are both calm and can discuss a solution.
- d. When you discuss the



**CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS**

conflict, listen to the other person. If they will listen to each other, Robin and Alex will discover that they both have the same goals, to spot weld safely and get their projects done on time.

- e. To compromise, you must decide what is most important. The most important part of this compromise is that both Robin and Alex get the time they need to use the mask.



DO SKILL SHEET 4

DO ACTIVITY SHEET 3

RELATIONS WITH OTHERS

SKILL SHEET 4

Directions: Put a check beside the steps you should use when resolving a conflict.

- ☐ 1. Begin a conversation about the conflict, then listen.
- ☐ 2. Hit the person with whom you are angry.
- ☐ 3. Keep cool and think about what is making you angry.
- ☐ 4. Take immediate action when you are angry.
- ☐ 5. Avoid the person with whom you are angry.
- ☐ 6. Don't take physical action.
- ☐ 7. Begin a conversation about the conflict by saying what it is you want.
- ☐ 8. Be willing to compromise.
- ☐ 9. Resolve the conflict with those people who are involved.
- ☐ 10. Shout at the person with whom you are angry.

Directions: Choose the answer that best completes each sentence.

11. A _____ cannot be made without give and take on both sides.

- a. empathy
- c. respect

- b. compromise
- d. gossip

12. A _____ is another word for an argument.

- a. conflict
- c. respect

- b. trust
- d. gossip

RELATIONS WITH OTHERS

ACTIVITY SHEET 3

Directions: Resolve the following conflicts. List the steps you might take in resolving them. Write out your answers in complete sentences. Remember, you are part of a team. You are responsible for the team goal, as well as for yourself.

1. You walk into the lunch room and a group of employees are sitting around talking about a new employee in a negative way. You are asked your opinion of the new employee as you walk by. How do you respond? What do you say, or don't say?

2. A mistake was made by a co-worker on the job you did together. The boss comes by and blames both of you. What do you do? Tell the boss it isn't your fault? Should you tell the other employees the mistake isn't your fault?

3. You see that another employee is having trouble with a new job. You are familiar with the job. What will you do? Should you do anything? Should you help out the employee or not?

F. ACCEPTING (1) RESPONSIBILITY AND (2) THE AUTHORITY OF THE BOSS

Your supervisor has been given authority to make sure the work gets done. As the employee, your job is to carry out your assigned duties. If the supervisor or employee does not fulfill his or her duties, the work does not get done.

THE SUPERVISOR:

1. Supervises employees. The supervisor observes and directs the activities of all employees within his or her section.
2. Gives directions. The supervisor must give clear directions. If confusing or incorrect directions are given, the employees might do a poor job.
3. Follows the chain of command. The chain of command is the order in which authority flows on the job. Every work place has a chain of command. The supervisor must explain who reports to whom.



THE EMPLOYEE MUST:

1. Accept and acknowledge supervision. The employee must carry out orders. The supervisor -- not the employee -- decides if and when a task is needed or has been completed correctly.



2. Follow directions. The employee must understand and correctly carry out directions. The employee must ask the supervisor for clear directions.
3. Follow the chain of command. This is the ranking of people in an organization. Each person is responsible to someone just higher in authority. A chain of command organizes the work process so it is most efficient. To prevent hard feelings and misunderstandings, employees must not, at first, go to someone of higher rank than their supervisor when a problem occurs. The employee must learn when, how, and to whom to report.
4. Accept responsibility for your mistakes. Mistakes are not permanent blots on your record. Don't blame others for them.

Remember: The employee must accept the authority of the boss by

- (1) following directions,
- (2) asking questions,
- (3) performing the task well,
- (4) following the chain of command, and
- (5) accepting responsibility for mistakes.

DO SKILL SHEET 5

DO ACTIVITY SHEET 4

CORE EMPLOYMENT SKILLS
RELATIONS WITH OTHERS

RELATIONS WITH OTHERS

SKILL SHEET 5

Directions: Circle the letter of the answer that best completes the sentence.

1. One of the supervisor's duties is to
 - a. give clear directions.
 - b. watch the break room.
 - c. eavesdrop on personal conversations.
 - d. humiliate new employees.
2. One of the employee's duties is to
 - a. watch other people work.
 - b. ask questions of the supervisor if the directions are not clear.
 - c. gossip about the supervisor.
 - d. stay late in the break room.
3. One reason to have a chain of command is to
 - a. intimidate new employees.
 - b. imitate the U.S. Army.
 - c. organize the work process so it is most efficient.
 - d. establish a class system.
4. One way to show respect for others on your team at work is to
 - a. gossip about them behind their backs.
 - b. form a group that keeps out certain people.
 - c. ignore new employees.
 - d. show confidence in others by letting them do their jobs.

5. A good way to resolve a conflict is to

- | | |
|--|---|
| a. keep cool and give yourself time to calm down. | b. hit the other person. |
| c. ignore the conflict and pretend it didn't happen. | d. talk about the conflict to someone who doesn't know anything about it. |

6. Who gave you the _____ to tell me what to do?

- | | |
|------------|----------------|
| a. empathy | b. considerate |
| c. trust | d. authority |

RELATIONS WITH OTHERS

ACTIVITY SHEET 4

Directions: Choose the picture that best shows the supervisor's authority. On the lines beside the picture, describe the picture and explain what the supervisor's authority and responsibility are.

1.



2.



Choose the following picture that shows the employee's responsibility.
On the lines beside the picture, describe the picture and explain the responsibility.

3.



4.



RELATIONS WITH OTHERS

UNIT REVIEW

Directions: Circle the answer that best completes the sentence.

1. One thing you can do to show consideration is to
 - a. lend a hand.
 - b. walk away.
 - c. kiss your boss.
 - d. cry for help.
2. One way to show empathy in a conversation is to avoid
 - a. eye contact.
 - b. becoming over-bearing.
 - c. listening.
 - d. talking.
3. To show others you care about their feelings, you need to have
 - a. anger and hate
 - b. sadness and tears.
 - c. empathy and consideration.
 - d. rage and talent.
4. To work well with people, you must be understanding and must avoid
 - a. empathy and consideration.
 - b. stereotypes and prejudice.
 - c. care and hope.
 - d. trust and friendship.
5. To work with others on a team, you must
 - a. give respect to others.
 - b. use compromise.
 - c. give and accept recognition and responsibility.
 - d. all of the above

6. The employee is expected to

- | | |
|---|---|
| a. follow directions and ask questions. | b. perform the task well and follow the chain of command. |
| c. both a and b | d. neither a nor b |

RELATIONS WITH OTHERS
PERFORMANCE CHECKLIST

Student _____ successfully
performed the following tasks:

	Yes	No	Comments
1. Interacted with others in a courteous tactful manner			
2. Showed respect for the rights and privacy of others			
3. Demonstrated the ability to work productively with different people			
4. Worked with others toward a common goal			
5. Acknowledged and accepted responsibility			
6. Acknowledged and accepted authority of supervisors			

Satisfactory -- should move on ☐

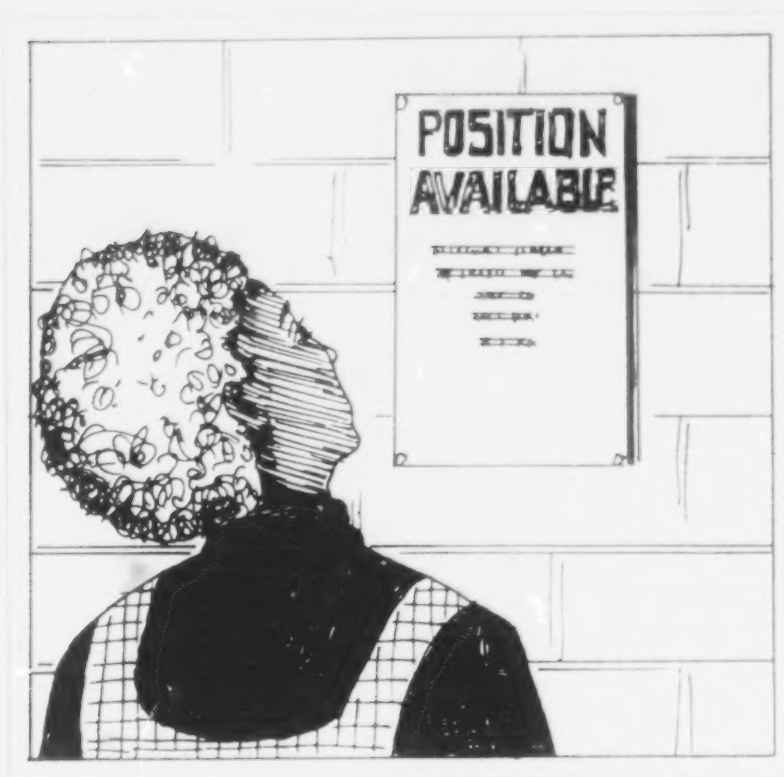
Should repeat this unit ☐

Student's Signature/Date

Instructor's Signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • WORK ATTITUDES AND HABITS



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI • COLUMBIA
IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



CORE EMPLOYMENT SKILLS WORK ATTITUDES AND HABITS

WORK ATTITUDES AND HABITS

INTRODUCTION

Good work attitudes and habits are essential to keeping a job. Without a good attitude and habits that reflect the attitude, you will not keep a job for long. In this unit, we will study specific skills you can practice that help promote and maintain good work attitudes and habits.

UNIT OBJECTIVE

After you complete this unit, you should be able to identify what "good" working attitudes are and apply specific skills that reflect a good working attitude.

SPECIFIC OBJECTIVES

After you complete this unit, you should be able to:

1. Show a professional attitude that produces quality work.
2. Demonstrate honesty and accept responsibility for your actions.
3. Come to work or class on time and ready to work.
4. Adapt to changes in rules, procedures, and situations.
5. Begin new tasks without being told.
6. Plan and organize work so your time is used efficiently.
7. Accept criticism and use it to modify your behavior.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

CORE EMPLOYMENT SKILLS WORK ATTITUDES AND HABITS

A. TERMS

1. **Ability** - having the power or skills to do a task.
2. **Adapt** - to adjust to a new environment or new circumstances.
3. **Attitude** - a manner of acting, feeling or thinking that shows one's mood.
4. **Concentration** - close or fixed attention on something.
5. **Criticism** - a judgment. For example, a work criticism is a judgment about an employee's work or performance. The judgment can be written or spoken.
6. **Enthusiasm** - a mood that shows intense or eager interest. At work, enthusiasm is often directed at a specific project or task.
7. **Initiative** - the ability to think and act without being asked first; the ability to think of new methods or ideas.
8. **Loyalty** - faithfulness; a person showing loyalty is showing that he or she is being faithful to a person, group or idea.
9. **Priority** - an event, idea or task that is chosen to come before another, often because it is judged to be more important than the other idea or task.
10. **Verify** - to prove something is true, or to test whether something is true.

CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

B. SHOW A PROFESSIONAL ATTITUDE TO PRODUCE QUALITY WORK

You are expected to have and show a professional attitude. A professional attitude helps produce quality work.

1. STEP ONE: Be loyal to your company.

- a. Don't criticize, even when something goes wrong. Don't criticize your boss, your co-workers or your company. After careful thought, if you still think something was done wrong, talk to your supervisor.
- b. Don't give away company secrets. If you work in a candy factory, for example, and tell someone the recipe for a new line of chocolate, the information could hurt your company.
- c. Loyalty is a two-way street. You can expect the company to show loyalty to you if you show loyalty to it. A loyal company pays its employees on time, at the agreed-upon rate, and doesn't take away an employee's job without warning.



2. STEP TWO: Show enthusiasm and enjoyment for the job.

- a. **Think positively.** Think about things that make you smile and feel good about yourself. Give yourself praise when you do a good job.
- b. **Take pride in your work.** Tell yourself your role within the company is important.
- c. **Do your job to the best of your ability.** Do the job you are assigned to do. When asked to do extra, don't gripe.
- d. **Show a sense of humor.** Showing humor helps you and others enjoy your time at work. Don't joke too much or offend anyone, but don't be afraid to laugh.



3. STEP THREE: Concentrate on your job. Thinking about something other than your work makes you not do your best.

- a. **Do the company's work while on the job.** Don't do personal work on company time.



CORE EMPLOYMENT SKILLS WORK ATTITUDES AND HABITS

- b. **Don't over-socialize.** Don't let your job be threatened by not spending enough time on your tasks.
- c. **Don't bring personal problems to work.** If personal problems distract you, you cannot do your best job.



4. **STEP FOUR: Take proper care of yourself, your equipment and others.**

- a. **To take proper care of equipment:** follow operating procedures, wear required safety devices and don't horseplay around machinery.
- b. **To take proper care of yourself:** read and follow directions. Think about what you are doing.
- c. **To take care and show consideration to others:** warn others before starting dangerous equipment. Follow safety procedures.



5. **STEP FIVE: Help the company look good in public.** When others think well of your company, they think well of you.

- a. **Inspire trust in your company.** Speak positively about it. If you work at a gas station, take your car there to be fixed. If you work at a restaurant, take a friend there to eat.
- b. **REMEMBER:** you are always an **ambassador for your company** -- even when not at work. Act properly and speak well of your company at social occasions. Others in your company hear about your behavior at such events.



DO SKILL SHEET 1

DO ACTIVITY SHEET 1

WORK ATTITUDES AND HABITS

SKILL SHEET 1

Directions: Circle the letter that best completes each sentence.

1. One way to show loyalty on the job is
 - a. to criticize the boss.
 - b. to criticize your co-workers.
 - c. not to criticize anyone or anything.
 - d. to criticize only the company.
2. One way to show enthusiasm on the job is
 - a. to do your your best on the job.
 - b. not to take pride in the work you do.
 - c. not to show any sense of humor or enjoyment.
 - d. to think negative thoughts about your job and company.
3. One way to show you are concentrating on your job is to
 - a. keep your mind on the assigned task.
 - b. talk about your personal problems all day long.
 - c. write your personal letters at work.
 - d. joke around all day.
4. You show you are taking care of yourself and your equipment by doing all of the following except:
 - a. following the operating instructions.
 - b. making sure others are warned before you start dangerous machinery.
 - c. wearing the proper safety gear.
 - d. proceed to the next step without thinking about it.

5. One way to help your company keep a good public image is to

- a. buy your company's product.
- b. talk negatively about your company.
- c. get drunk and criticize your boss.
- d. tell others never to buy anything from your company.

CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

WORK ATTITUDES AND HABITS

ACTIVITY SHEET 1

Directions: Circle the letter of the picture that shows a worker with a professional attitude. Under each picture, explain why the worker is either professional or unprofessional.

1. a.



b.



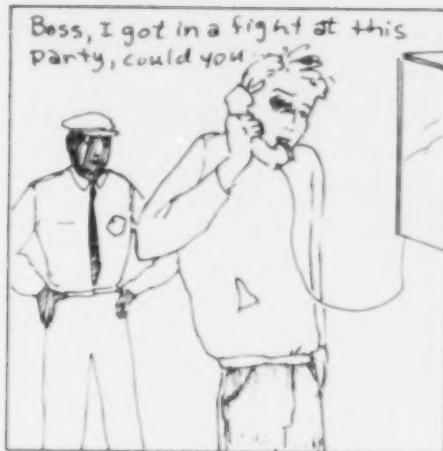
2. a.



b.



3. a.



b.



CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

C. DEMONSTRATE HONESTY AND ACCEPT RESPONSIBILITY FOR ACTIONS

The employer expects his or her employees to be honest. A dishonest employee will probably lose his or her job.

1. STEP ONE: Be honest on the application form.

Lying on an application form or resume is against the law. If an employer finds out you lied, you probably will not get the job and you might get taken to court. If other employers hear you lied, it will be hard to find work.



2. STEP TWO: Don't steal.

Taking what doesn't belong to you is stealing, even if the item will never be missed or the company will not be hurt by the cost of replacing it.

- a. Don't photocopy a personal item unless you ask the boss first.
- b. Don't borrow anything from the office without asking, even if you know the item won't be missed.



3. **STEP THREE: Admit your mistakes.**

Employers expect you to make mistakes. Admit it when you make one, and learn from it. If you lie about it, your boss may see you as dishonest as well as having made a mistake.



4. **STEP FOUR: Don't lie about your knowledge or skills.**

You appear incompetent and dishonest if you say you know how to do something you don't. When you lie, you may endanger others or lose your job.



DO SKILL SHEET 2

DO ACTIVITY SHEET 2

WORK ATTITUDES AND HABITS

SKILL SHEET 2

Directions: Circle the letter that best completes the sentence.

1. One way to show you are honest is to
 - a. lie about your age on an application form.
 - b. give a reference that isn't real.
 - c. show an employer a fake letter of recommendation
 - d. truthfully fill out all parts of an application form.
2. You shouldn't borrow items unless
 - a. your boss said it was O.K. to borrow the item.
 - b. you knew no one would need it.
 - c. you knew no one would miss it.
 - d. you only needed it for a short time.
3. The only time it would be O.K. to steal is when
 - a. it is only a small item, and it will be cheap to replace.
 - b. no one will know you took it.
 - c. you use the item everyday, and it seems like it's yours.
 - d. none of the above
4. Showing honesty and responsibility for your actions can be shown by
 - a. not admitting to your own mistakes.
 - b. admitting you made a poor decision.
 - c. faking knowledge of a procedure.
 - d. lying about a mistake you made.

5. Being honest and taking responsibility for your own actions shows

- | | |
|---|--|
| a. you are too foolish to admit any weaknesses. | b. you can be trusted to say what you know or did. |
| c. you are ignorant about the job's procedures. | d. you are young and immature. |

Directions: Put a check beside the items that demonstrate an honest and responsible action.

- ___ 1. Borrowing an item from work without asking.
- ___ 2. Copying a personal item on the Xerox machine.
- ___ 3. Admitting to a mistake.
- ___ 4. Covering up a poor decision.
- ___ 5. Faking knowledge of a procedure.
- ___ 6. Taking a ream of paper home for your own use.
- ___ 7. Providing a friend with a bottle of liquid paper.
- ___ 8. Asking a supervisor's permission to borrow an item.
- ___ 9. Eating a steak while working behind the grill.
- ___ 10. Filling out an application form honestly.

WORK ATTITUDES AND HABITS

ACTIVITY SHEET 2

Directions: Write, or discuss with your teacher, an ending to the following situations that would show honesty and responsibility for personal actions.

Situation 1: Harold is asked to give a previous work reference when he applies for a job at Soap and Suds Car Wash. Harold has never held a paying job before. What should Harold do?

Situation 2: Don works in the shipping and receiving section and makes a mistake. He doesn't inspect a case of tomatoes before he signs an invoice accepting the shipment. The tomatoes turn out to be rotten, and the whole case must be thrown out. The boss asks who was on duty when the tomatoes came. What should Don do?

Situation 3: Karen works in a video store until close on Monday night and is told to open the store Tuesday morning. Karen really wants to see a movie. She knows no one would know if she borrowed a VCR for the evening. What should she do?

Situation 4: Rod must turn in a term paper tomorrow. He knows his office has plenty of typing paper and wouldn't miss thirty sheets. Rod is short on cash and has little time to go to the store this evening. What should Rod do?

CORE EMPLOYMENT SKILLS WORK ATTITUDES AND HABITS

D. COME TO WORK OR CLASS ON TIME AND PREPARED TO WORK

When you first start a job, your employer will judge you on your ability to come to work on time and your readiness for work. Your employer may not look at how well you do your job until you have been employed a while.

1. **STEP ONE: Be on time.** Coming to class on time is one way to develop the habit of arriving at work on time. When you arrive late, you cost the company money.

- a. First, the person you are replacing may have to stay late and be paid overtime.
- b. Second, when you arrive late, you will be in a hurry. Hurried employees make more mistakes, which cost money.

When you arrive on time, you do better work and feel better about yourself. You are more valuable.



2. **STEP TWO: Be prepared to work.** Be ready to concentrate on your job when you arrive. If you appear poorly prepared, you may lose your job. You may need to arrive early to clean a uniform, turn on a machine or plan a presentation.



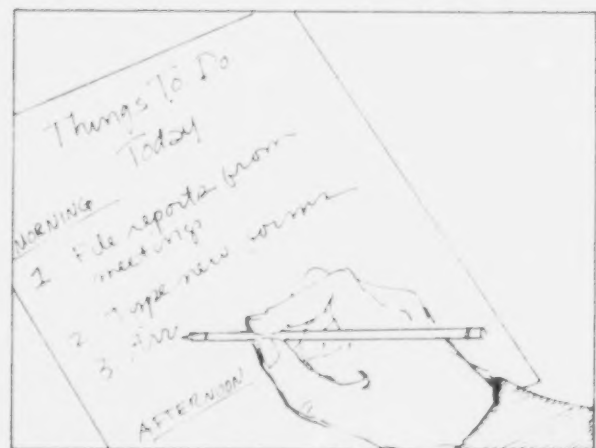
3. **STEP THREE: Be dependable.**
Don't make promises you won't keep.

If you say you will type a report by three o'clock, type it by then, even if you must skip lunch. Your boss depends on you to do what you say you will do.



4. **STEP FOUR: Attend your job regularly and develop steady work habits.** If you are consistent in attendance and work production, you are a more valuable worker.

- a. Do not skip work unless you are truly sick. Employees who do not come to work on a regular basis tend to lose their jobs.
- b. Organize your work. Find a suitable pace at which to do your tasks. You may want to take breaks or do the same tasks at the same time each day.



DO SKILL SHEET 3

DO ACTIVITY SHEET 3

WORK ATTITUDES AND HABITS

SKILL SHEET 3

Directions: Circle the letter of the answer that best completes the sentence.

1. It is important to come to class on time because
 - a. class only occurs once in a lifetime.
 - b. the teacher will quit his or her job unless you come.
 - c. coming to class on time prepares you to come to work on time.
 - d. your friends couldn't talk to you if you didn't show up on time.

2. When you arrive late to work, you cost the company money in all the following ways except:
 - a. The person covering your shift is paid overtime wages.
 - b. You are likely to make more mistakes, which cost the company money.
 - c. Your boss will deduct money from your paycheck for the time you missed.
 - d. You will be in a hurry and less likely to concentrate on your job.

3. Being prepared for work may involve all of the following except:
 - a. Thinking about a personal problem while on the job.
 - b. Preparing yourself mentally to concentrate on your job.
 - c. Having a clean uniform ready to work in.
 - d. Coming early to clean and prepare your machine for the day.

4. Being a dependable employee involves

- a. faking knowledge of a skill or procedure.
- b. taking extended breaks, even when you are under a deadline.
- c. taking time off when the weather is nice.
- d. doing what you say you will do.

5. Regular and consistent work habits are important because:

- a. you can be depended upon every day to be at work and to be working.
- b. your mother will know where to find you in case of an emergency.
- c. you won't wake up every day at the same time if you don't arrive at work on time.
- d. you will feel you know yourself better by working consistently.

WORK ATTITUDES AND HABITS
ACTIVITY SHEET 3

Directions: Explain why one person is a dependable, relaxed and valued employee. Then explain why the other person is not a dependable, relaxed and valued employee.

1. a.



b.



3. Directions: Your teacher will keep a record of your attendance and work habits throughout the semester. This will be a record for you to see and learn from. It will let you know if you are arriving to class (work) on time and prepared to work, and if you are working consistently. Then your teacher will discuss with you, either personally or in groups, how you could do better. This will help you study areas on which you need to concentrate.

E. ADAPT TO CHANGES IN RULES, PROCEDURES, AND SITUATIONS

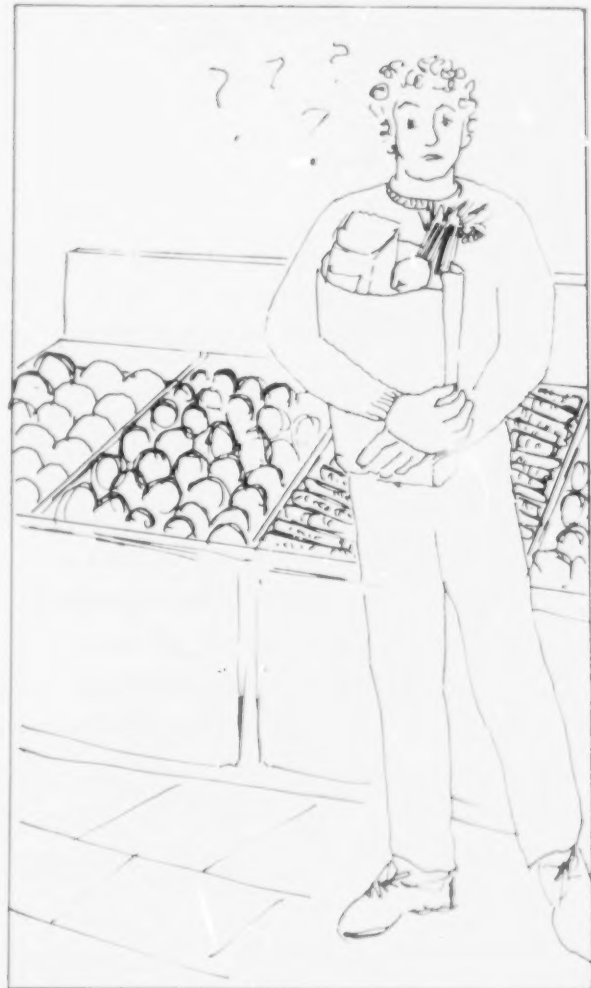
Adapting to change in the workplace means adjusting your behavior to different situations.

1. **STEP ONE: Recognize where the change is coming from.** If you can identify the source of change, you can decide how to react.

a. **Internal changes.** Some changes come from inside a company.

Example: John worked as a sacker at a grocery store. He really liked his supervisor, Jane. As long as they worked hard and did their job well, she wasn't hard on them if they were a few minutes late or took an extra break.

One day, Jane told the sackers she had been offered a job that paid more and would be leaving in two weeks. The new supervisor, Susan, was not as easy-going as Jane had been. Susan made sure the sackers followed all company rules to the letter, which meant no more extra breaks and no tardiness. John did not like Susan as well as Jane.



One morning, John was ten minutes late for work. Susan told him that, if he didn't shape up, he would be fired. "It's your decision whether or not you want to work here anymore," she said.

John now faced a decision because of an internal change in his company. He would either have to abide by the new rules or find a new job.

- b. **External changes.** Other changes come from outside the company.

Example: Today, technology is one of the greatest sources of external change. Computers and robots have taken over jobs people used to do.

Marie, a secretary, refused to learn to use a computer.

Eventually, Marie was replaced by Anne, who was more valuable because she knew how to use the new machines to get more work done in less time. Marie did not adapt and lost her job.



- c. **External and internal changes.** Often changes occur both inside and outside the company at the same time.

Example: Julie works at a service station called "Mike's."

Mike Jamison, the owner of the station, called Julie into his office one day.

"I've got some bad news," Mike said. "The economy has gone bad, and I can't compete against the big gas companies anymore. They can afford to sell their gas at prices much lower than mine.

"American Oil has offered a good price for my station, and I've decided to sell. They've said they will hire me as manager, and you as an employee, but I won't have complete control anymore."

Julie will have to face a change that is both external and internal at the same time. An external change (the bad economy) brought on an internal change (new owners).

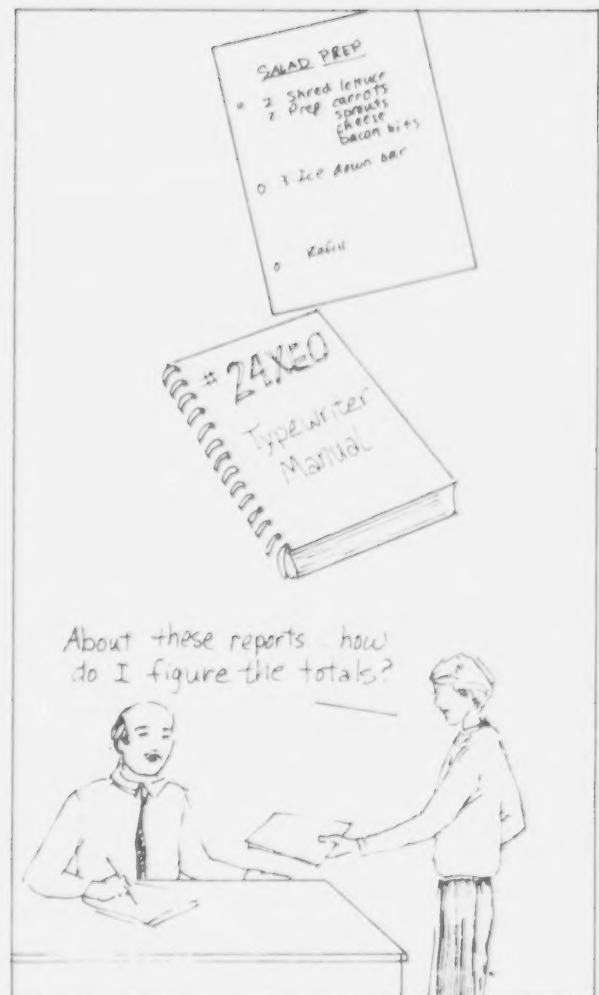
- 2. STEP TWO: Be willing to learn and re-learn.** To adapt, you need to adjust to a new situation.

When change comes, it is better to learn new ways than to fight against changes.



3. **STEP THREE: Listen and ask questions whenever directions are unclear.** Asking a question does not mean you cannot understand. It usually means the directions were weak.

- a. **Take notes.** Taking notes may help you identify what you don't understand so you can ask your teacher or supervisor to make it more clear, remember the information. Taking notes gives you a record of what was said.
- b. **Read the instructions.** It is easy to skip the directions, but reading them can give you a better idea of what needs to be done.
- c. **Ask for help.** Asking for help does not make you look stupid. It makes you look confident and shows you are secure enough to admit you don't know everything.



DO SKILL SHEET 4

CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

WORK ATTITUDES AND HABITS

SKILL SHEET 4

Directions: Circle the letter of the answer that best completes the sentences below.

1. A change that comes from within is
 - a. a hormonal change.
 - b. an external change.
 - c. an internal and external change.
 - d. an internal change.

2. Joe's company was bought by another, and Joe's job changed. This is an example of
 - a. external change.
 - b. internal change.
 - c. internal and external change.
 - d. hormonal change.

3. All of the following are ways to learn a new job except:
 - a. asking for help.
 - b. taking notes.
 - c. telling others what you will and won't do.
 - d. reading instructions.

Directions: Identify the following types of changes. Use "I" for internal, "E" for external and "B" for both.

- ___ 4. Farmers started using a new kind of tractor. Susan, a farm implement mechanic, had to learn how to repair them.

- ___ 5. The company moved Hank into a new job. He was no longer happy working there, so he quit.

- 6. The state has passed new building codes. The contractor for whom Chris works says employees have to pass a test on the codes to keep their jobs.
- 7. Company X was bought by Company Y. All of the supervisors who had worked for Company X were laid off.
- 8. Jonna worked as a telephone solicitor. Her company began requiring solicitors to use many "hard sell" tactics. Jonna was not comfortable using these techniques and decided to take these tactics out of her calls. Jonna was soon fired for not following standard procedure.

F. SHOW INITIATIVE BY BEGINNING NEW TASKS WITHOUT BEING TOLD

When an employee often begins new tasks without being told, he or she shows positive attitude and initiative. Employees with initiative do better work.

1. **STEP ONE: When you complete one task, begin another.** Your time will go much faster if you keep busy.

- a. Think of a task that needs to be done, that will make your job easier or faster or will make you more organized.
- b. If you cannot think of anything to do, help a co-worker or ask your supervisor for instructions.
- c. If all else fails, find an activity related to the job. Read a trade journal about your job field or make a list of job tasks you would like to do better or faster.



DO SKILL SHEET 5

DO ACTIVITY SHEET 4

WORK ATTITUDES AND HABITS

SKILL SHEET 5

Directions: Circle the letter of the answer that best completes the sentence.

1. Initiative is
 - a. taking extra time on assigned tasks.
 - b. thinking on your own about jobs that need to be done.
 - c. showing how much you care for others.
 - d. taking time to make sure you look good.
2. One way to show initiative is to
 - a. begin a new task without being told.
 - b. begin an old task over again in order to look busy.
 - c. think about what you will do after work.
 - d. think about what others are thinking about you.
3. If you have completed a task and cannot think of another,
 - a. try to look busy.
 - b. talk with a co-worker.
 - c. file your nails.
 - d. ask a co-worker if you can help him or her.
4. If you are looking for a new task to begin and there is no one else to help,
 - a. stand around until someone tells you what to do.
 - b. plan out your evening in your mind.
 - c. ask your supervisor what needs to be done.
 - d. sit down and wait for inspiration.

5. If you are looking for a new task and there is no one around whom you might ask for instructions,

- | | |
|--|--------------------------|
| a. read a comic book. | b. read a trade journal. |
| c. watch television or
listen to the radio. | d. stare into space. |

WORK ATTITUDES AND HABITS

ACTIVITY SHEET 4

Directions: Circle the numbers of the pictures that show someone using initiative by beginning a task without being told. On the lines beside each picture, explain how the person in the picture is either showing initiative or not showing initiative.

1.



2.



3.



4.



5.

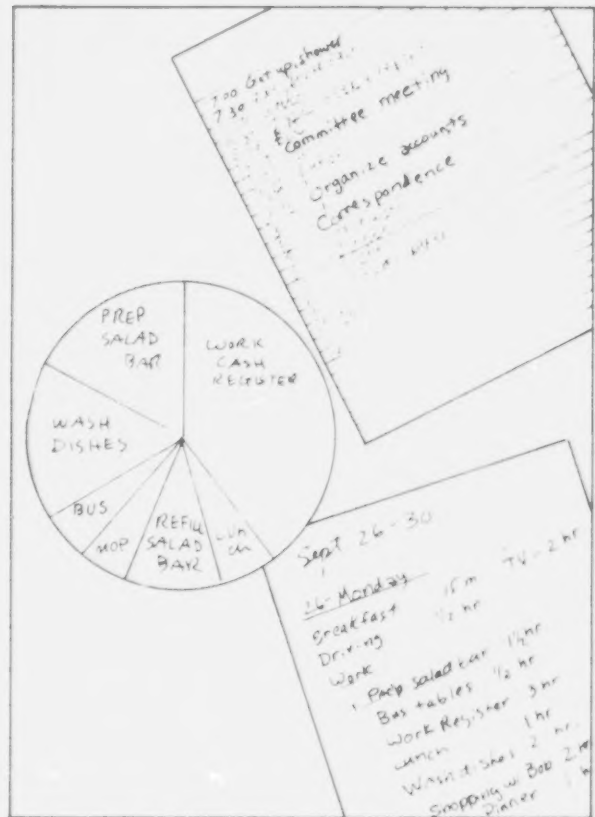


G. PLAN AND ORGANIZE WORK TO MAKE BEST USE OF TIME

You can change the way you use time so that you make the most of it. Learning to use your time in the best way is called "time management."

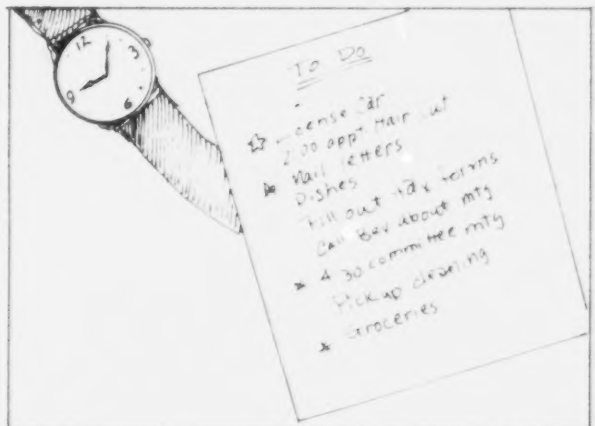
1. STEP ONE: Look at how you spend your time. You might:

- Make a chart that shows what you do each hour of the day.
- List (1) the tasks you have to do and (2) the tasks you want to do. Write down how much time each task takes.
- Draw a pie graph that shows how much time each task uses.
- For a week, write down what you did and how much time it took. Include time spent eating, sleeping, watching TV and socializing.



2. STEP TWO: Using a "time lost" chart, examine how much time you waste and organize your (1) errands, (2) tasks and (3) time.

3. STEP THREE: Make a "to do" list and "prioritize" it. When you prioritize, you list the tasks you want to do and decide which are most important.



Number, in order of importance, the things you would like to do but don't seem to have time for. Try to make room in your schedule for them. Make a "to do" list each day, and you will get more tasks done.

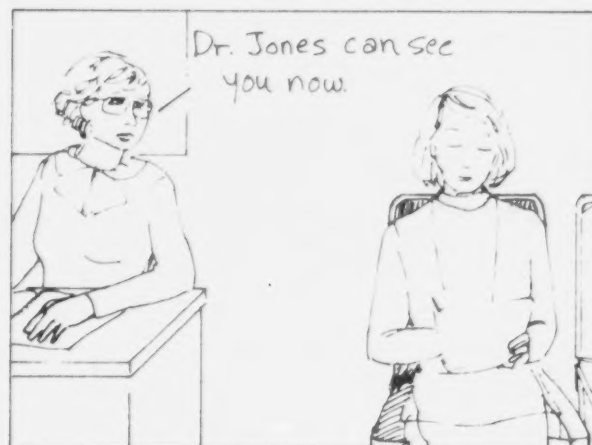
4. **STEP FOUR:** Keep a monthly calendar of important appointments, deadlines and events. Look at the calendar each day.

5. **STEP FIVE:** More Time management tips.

a. Know when you do your best work. If you work best in the morning, plan difficult activities for that time of day.

b. Use your "waiting" time. When you are in line or waiting for an appointment, use the time to do small tasks.

c. Break big projects down into smaller, more manageable units. If you set deadlines for each piece, the job seems easier.



DO SKILL SHEET 6

DO ACTIVITY SHEET 5

WORK ATTITUDES AND HABITS

SKILL SHEET 6

Directions: Below are questions about time management. Circle the letter of the correct answer to each question.

1. The following are all ways to keep track of time spent during the week except:
 - a. a pie graph.
 - b. a list.
 - c. a mental picture.
 - d. a journal.

2. The following are all ways you might be wasting time except:
 - a. not organizing errands.
 - b. talking and socializing more than you realize.
 - c. not organizing a task before starting it.
 - d. organizing a big task into smaller components.

3. Prioritizing your "to do" list means you
 - a. place, in order of importance, those things you want to do most.
 - b. place, in order of importance, the things you don't think you could ever get done.
 - c. place, in order, those things you did from a week ago to the present time.
 - d. place, in order of importance, the things other people did for you.

4. To keep track of important events and dates throughout the month, you should

- a. write down the important dates on the back of your hand.
- b. tie a string around your finger to remember the important things you have to do.
- c. keep a monthly calendar with the important dates written down in a convenient spot.
- d. tell a friend to remind you of your important dates.

5. Which of the following is a time management tip?

- a. Know when you do your best work and complete your most difficult tasks at that time.
- b. Keep organized.
- c. Use waiting time to get things done.
- d. All of the above

WORK ATTITUDES AND HABITS

ACTIVITY SHEET 5

Directions: Use the time management techniques given in this unit. First, make a chart and examine how you are using your time. Then analyze how you are wasting time and identify how you might make better use of it. Third, write a "to do" list for each day of the week and see how much you can get done. Finally, write on a calendar the important dates in the coming week. Try this activity for one week. At the end of the week, decide if you got any more done or spent more of your time in ways you wanted.

H. ACCEPT CRITICISM AND MODIFY BEHAVIOR ACCORDINGLY

Recognize what criticism is and how you can use it to improve. Criticism is not a personal attack on your character. It tells you how well you are doing something.

1. STEP ONE: Recognize constructive criticism. Criticism can be either positive or negative.

- a. Good criticism is given in a calm, quiet tone of voice.
- b. Good criticism is clear and direct. It is not vague.
- c. Good criticism is directed toward something that can be improved, not something that cannot change.
- d. Good criticism gives specific directions so that positive changes can be made.
- e. Good criticism makes people want to cooperate and seek self-improvement.



2. STEP TWO: Recognize poor criticism. Learn what destructive criticism is so you can respond positively.

- a. Poor criticism is often shouted angrily.
- b. Poor criticism is not specific.
- c. Poor criticism is humiliating and sarcastic in tone.
- d. Poor criticism points to something that can't change.
- e. Poor criticism gives no specific ideas for improvement.
- f. Poor criticism makes people defensive and angry.



3. STEP THREE: Learn to react positively to criticism.

- a. Listen politely to the criticism. Focus on what is said, and don't try to defend yourself. Control your emotions so you can respond properly.
- b. Don't make excuses for yourself. When you make excuses, you imply you were wrong.
- c. Try not to be offended by the criticism. Recognize that the criticism is just a critique of what you have done. Try to learn from it.



CORE EMPLOYMENT SKILLS WORK ATTITUDES AND HABITS

d. **Don't argue.** You will feel worse and make the person criticizing you angry.

e. **Look for the truth in what is said.** Think and try to find value in the criticism.

f. **Make a plan to improve yourself.** Tell the person who criticized you what you plan to do, how you plan to do it and when you plan to do it. Review your progress before that target date.

4. **STEP FOUR:** Respond to destructive or poor criticism in the same way you respond to good criticism.



DO SKILL SHEET 7

DO ACTIVITY SHEET 6

WORK ATTITUDES AND HABITS

SKILL SHEET 7

Directions: Below are questions about accepting criticism. Circle the letter of the correct answer for each question.

1. Constructive criticism

- | | |
|---------------------------------|---|
| a. is shouted loudly. | b. gives no specific ideas for improvement. |
| c. makes people feel defensive. | d. is clear and direct. |

2. Destructive criticism

- | | |
|--|--|
| a. is given in a calm and even voice. | b. is directed toward something that can be changed. |
| c. gives specific ideas for improvement. | d. is humiliating and sarcastic in tone. |

3. One way you can respond positively to criticism is by

- | | |
|---------------------------------|---------------------------------------|
| a. not listening to it. | b. making a plan to improve yourself. |
| c. arguing about the criticism. | d. making excuses for your behavior. |

4. Another way to respond positively to criticism is to

- | | |
|--|-----------------------|
| a. think about where you'd rather be. | b. burst into tears |
| c. look for the truth in what is said. | d. plan your errands. |

5. One way you can respond positively to destructive criticism is by

- a. listening politely.
- b. making an excuse.
- c. arguing with the criticism.
- d. walking away.

WORK ATTITUDES AND HABITS

ACTIVITY SHEET 6

Directions: Circle the number of the following pictures that show someone responding positively to criticism. Under the pictures you choose, explain how the person is responding positively. Discuss your answers with your teacher.

1. ____



2. ____



(over)

3. _____



4. _____



WORK ATTITUDES AND HABITS

UNIT REVIEW

Directions: Circle the number of the picture that shows someone with a professional attitude. Explain your answer on the lines at the right.

1.



2.



3.



Directions: Circle the number of the picture that shows someone responding in an honest and responsible manner. Explain your answer on the lines at the right.







CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

Directions: Circle the number of the picture of someone showing dependability. Explain your answer on the lines at the right.

7.



8.



9.



Directions: Circle the number of the picture of someone showing initiative.
Explain your answer on the lines at the right.

10.



11.



12.



CORE EMPLOYMENT SKILLS
WORK ATTITUDES AND HABITS

Directions: Circle the number of the picture of someone responding positively to criticism. Explain your answer on the lines at the right.

13.



14.



15.



WORK ATTITUDES AND HABITS
PERFORMANCE CHECKLIST

Student _____ successfully performed
the following tasks.

	Yes	No	Comments
1. Identified traits that make up a professional attitude.			
2. Told how to demonstrate honesty and how to accept responsibility for personal actions.			
3. Came to class (and work) on time and prepared.			
4. Adapted to changes in rules, procedures and situations.			
5. Began new tasks without being told.			
6. Planned and organized work to make the best use of his or her time.			
7. Accepted criticism and modified his or her behavior accordingly.			

Satisfactory - should move on ☐

Should repeat this unit ☐

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • COMMUNICATION



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI • COLUMBIA
IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



COMMUNICATION

INTRODUCTION

The ability to communicate on the job is vital for an employee. The ability to say what you mean and to understand what others tell you is an ongoing skill that can be improved no matter how well you may already communicate.

Communication involves not only what you say, but what you hear and see. Therefore, it is important to be sensitive to all forms of communication.

UNIT OBJECTIVE

After you complete this unit, you should be able to interpret and demonstrate both verbal and non-verbal communication techniques.

SPECIFIC OBJECTIVES

After you complete this unit, you should be able to:

1. Demonstrate effective communication skills.
2. Use correct verbal skills.
3. Interpret body language.
4. Demonstrate positive body language.
5. Use proper telephone techniques.
6. Use proper communication in an emergency.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS:

1. **Communication** - the process of giving and receiving information.
2. **Concentration** - single-minded focus on one object, project or idea.
3. **Confirmation** - the act of removing doubt about a promise or commitment. When you confirm an appointment, you say you will come at the stated time.
4. **Conversation** - a verbal exchange of ideas.
5. **Conversational** - a style of speaking that makes sure the other person in the verbal exchange gets to make his or her ideas and feelings known.
6. **Daydreaming** - a state of mind opposite to concentration, when the mind is allowed to wander.
7. **Directory** - a book that lists names and addresses. The telephone directory lists names and addresses of people in a city or town.
8. **Distraction** - something that interrupts concentration or causes a mental intrusion.
9. **Expression** - a look on the face that conveys meaning.
10. **Extension** - an extra telephone hooked to the same line as the main telephone.
11. **Feedback** - messages one picks up from another person that respond to one's original message(s). The messages can be given through speech, writing or body language.
12. **Gesture** - a movement or collection of bodily movements that express ideas or emotions.

13. **In-coming** - (telephone call) a call that needs to be answered.
14. **Inquiry** - a question.
15. **Interpretation** - the act of giving meaning to an event or message; one's personal understanding of an event or message.
16. **Language** - a system used to communicate the meaning of thoughts and feelings.
17. **Listening** - the process of making a conscious effort to hear something.
18. **Miscommunication** - a faulty message or wrong interpretation.
19. **Out-going** - (telephone call) a call that must be made to someone else.
20. **Overbearing** - bossy, domineering or dictatorial in a conversation. An overbearing person takes over a conversation, pushing his or her own ideas at the expense of others.
21. **Personal space** - the invisible distance around one's body within which one is most comfortable communicating with others in different situations.
22. **Posture** - the position or way the body is carried when sitting or standing.
23. **Reference** - a person whose name is given to a possible employer for the purpose of vouching for the character, honesty, previous performance, etc. of an applicant for a job.
24. **Verbal** - by means of spoken words; oral speech.

B. SHOWING EFFECTIVE COMMUNICATION AND USING VERBAL SKILLS

It is important for others to understand what you want to say, but you must first understand what is being said to you.

1. **Listening** is how you understand what is said to you. Good listening takes work.
 - a. **STEP ONE:** Look into the speaker's eyes. This lets the speaker know that you think what he or she is saying is important and lets you see the emotion behind what is being said.
 - b. **STEP TWO:** Block out any distractions. Concentrate on what is being said. Block out other thoughts, feelings or noises.
 - c. **STEP THREE:** Don't close your mind before the conversation begins. Sometimes we close our minds because of a trait the speaker has or because we don't like the speaker. When you close your mind, you don't listen and don't communicate.



- d. STEP FOUR: Don't daydream. Daydreaming is the opposite of concentration. To listen well, you must concentrate.
- e. STEP FIVE: Don't plan a reply while listening. While you think of a reply, you may miss what is being said, even though you hear the speaker's voice.

2. "Feedback" is the responses you give a speaker in a conversation. Feedback lets the speaker know his or her message is understood. Feedback is needed because what is being said and what is being understood may be two different things.

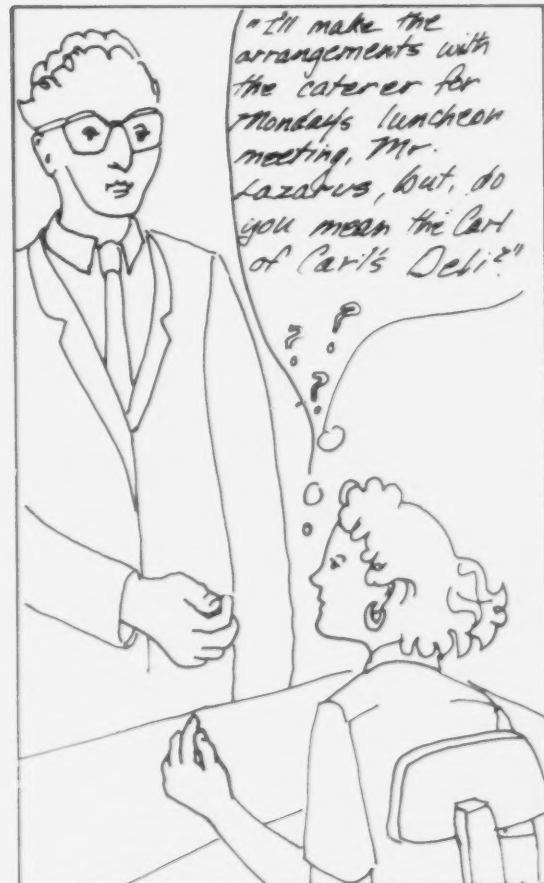
3. "Positive" feedback means showing the speaker you are interested in what he or she is saying. Here are some ways to give positive feedback:

- a. Don't interrupt the speaker.
- b. Sit (or stand) up straight. and lean slightly forward.
- c. Keep your eyes open.
- d. Don't fidget or look at your watch.



- e. Smile or laugh when the speaker makes a joke.
- f. Ask questions and say things that further the conversation.
 - Sometimes a question makes the message more clear. For example, "Do you mean the Carl of Carl's Deli?" or "Did you mean the Wednesday of last week or this coming week?"
 - Sometimes a question helps you get more information. For example, "Where can I find that form?" or "Under which heading is that article filed?"
- g. Repeat or rephrase the message in the way you understood it. Often when you say how you understood the message, you reveal a misunderstanding quickly. You separate the message from the way it was understood.

For example: "In other words, you want the salad on that table, right?"



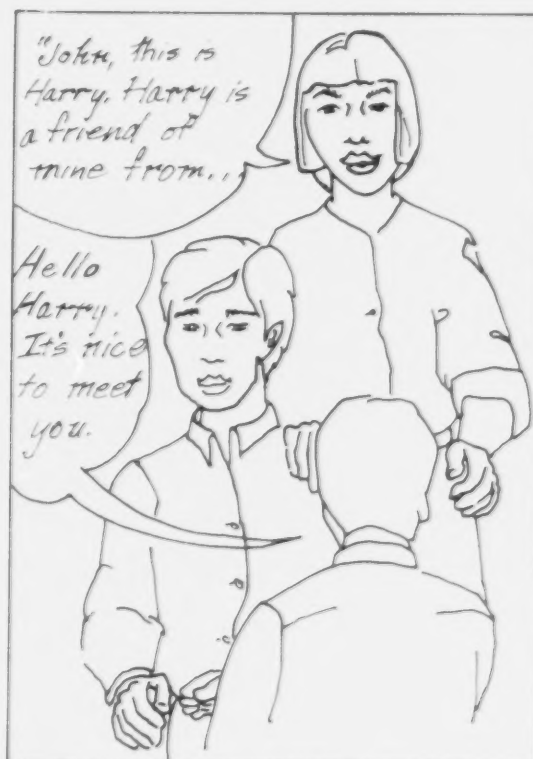
- h. Reveal information that is important to the conversation. Don't add unneeded detail.

4. Conversation Techniques

Effective communication requires you to state a message in a way that does not distract from the message itself. As a speaker, you do not want your listener to misunderstand your message because of the way it is expressed.

- a. **STEP ONE:** Use names in conversation. When you use his or her name, the person feels more comfortable.

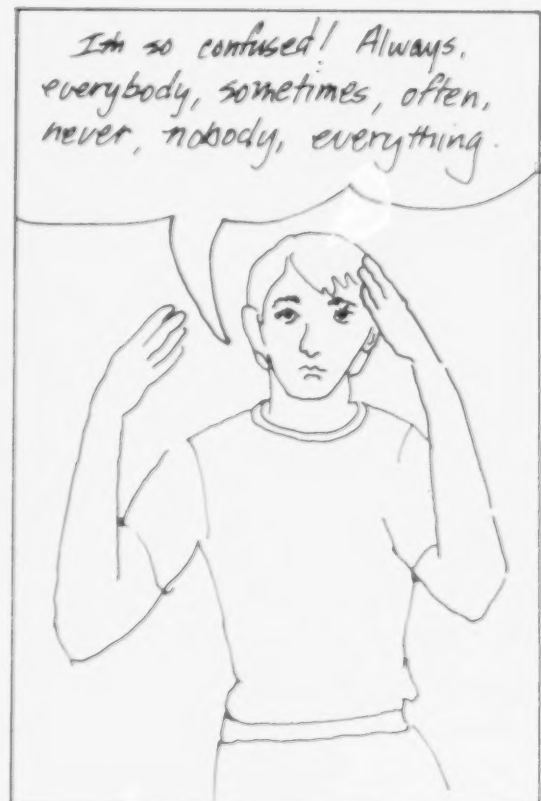
- Use the name in an introduction. For example,
"John, this is Harry. Harry is a friend of mine from..."
"Hello, Harry. It is nice to meet you. Do you work around here, Harry?"
- Use the name while talking. For example, "That's a good idea, Charlotte." "We could go over to Sue's house later."
- Use the name at the end of the conversation. For example, "It was nice to meet you, Gary." "See you around, Doug."



- b. STEP TWO: Don't be overbearing. Give the person you are talking to a chance to speak. By letting the other person take a turn, you receive valuable feedback and learn how to make your message more clear.



- c. STEP THREE: Don't send unclear or vague messages. Words that may lead to vague and unclear messages are: always, everybody, sometimes, often, never, nobody and everything.

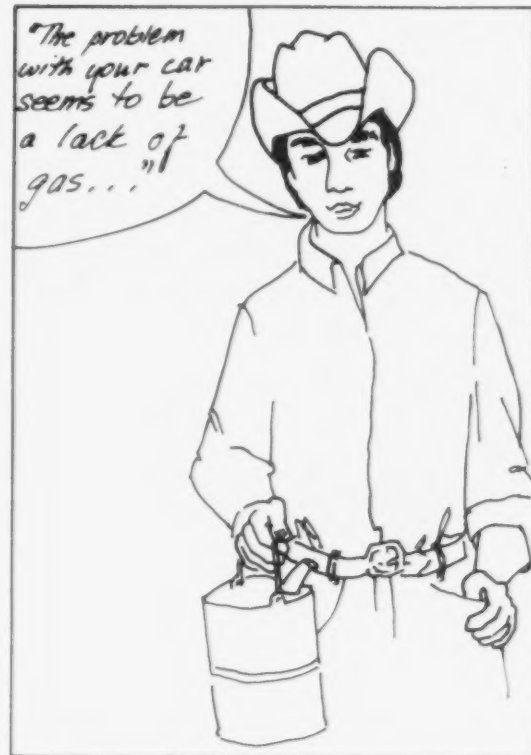


- d. STEP FOUR: Use the correct level and tone of voice. Your voice's tone and level influence how your listener perceives the message you are sending.

If your voice is loud or harsh, the listener may think you are angry. If your voice is soft, the listener may think you are unsure of what you are saying.

- e. STEP FIVE: Say "no" politely.

- Center your "no" on a thing, not a person so others do not take the "no" personally. For example, you should say, "The problem with your car seems to be a lack of gas," not "You didn't get gas; that is why the car won't run."
- Say what you can do and imply what you can't do. For example, you are asked to complete a task in two hours. Don't say, "I can't do that." Say, "I'll need three hours to do the job right."
- Imply the negative, rather than stating it bluntly. For example, "this copier is used for company business," is better than, "don't use this copier for your own stuff."
- f. **STEP SIX: Ask questions, even when you are the speaker.** Sometimes your listener will not know what to ask you (the speaker) about the message. Ask specific questions that let your listener know what the main point is.



DO ACTIVITY SHEET 1

COMMUNICATION
ACTIVITY SHEET 1

Directions: Below are role-playing situations that can be acted out in class or video-taped. After each situation, the class should discuss the communication process and critique the participants as to how well they followed the steps in each phase of the effective communication process.

Situation #1:

One employee is introducing a new employee to the work place. Social introductions as well as a small task should be explained.

Situation #2:

A supervisor is directing and correcting another employee as he or she shows how to do a job correctly.

Situation #3:

One co-worker is required to finish a task with another co-worker, and there is cooperation required.

C. INTERPRETING AND DEMONSTRATING POSITIVE BODY LANGUAGE

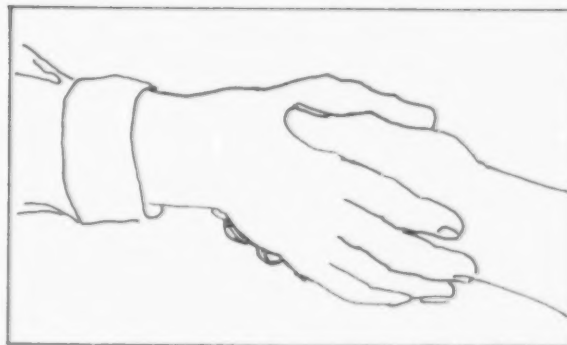
Seventy percent of communication comes from non-verbal signals known as "body language." Body language tells us what others are feeling and when we should speak, listen or end a conversation. If you watch others communicate, you will realize that body language is used everyday.

1. STEP ONE: Maintain eye contact. Looking directly into the other person's eyes shows him or her you care about what he or she is saying, are confident about the situation and are being honest.
2. STEP TWO: Smile. Smiling lets the other person know your intentions are friendly. Don't be phony, but try to smile.
3. STEP THREE: Use good posture. Posture is the way you position your body. When you stand or sit up straight and lean slightly forward, you show interest. When you slump or slouch, you show you don't care about the speaker's message.

Position of the arms and legs is also important. Crossing arms or legs can show a closed mind. Uncrossed arms or legs indicates willingness to listen.



4. **STEP FOUR: Use positive gestures.** A gesture is a movement that gives a message. One positive gesture is the firm handshake. It shows an open, friendly attitude.



5. **STEP FIVE: Use positive facial expressions** to show you are listening. One facial expression is the nod. A positive nod (up and down) shows approval, understanding and agreement. A negative nod (back and forth) shows disapproval, disinterest or dissatisfaction.

6. **STEP SIX: Don't invade the personal space of others.** "Personal space" deals with the distance between people. Social "rules" tell us how far apart people should be. One distance, the "personal zone," is 1.5 to 4 feet apart and is used at parties or when you are talking one on one with someone.

The most common distance is the "social zone." From 4 to 12 feet, it is used with strangers and acquaintances (at work and in waiting rooms).



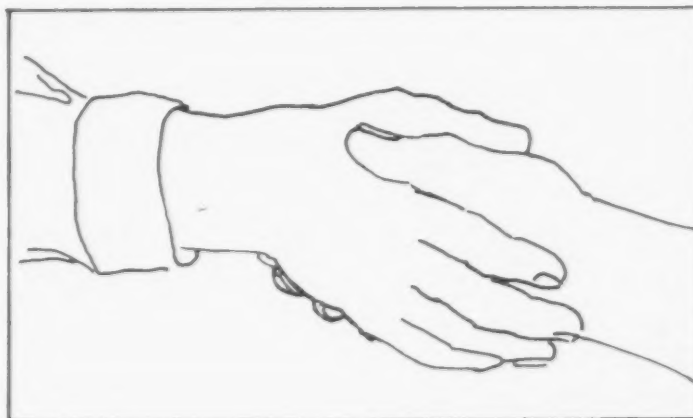
DO ACTIVITY SHEETS 2, 3, 4 AND 5

DO SKILL SHEETS 1 AND 2

COMMUNICATION
ACTIVITY SHEET 2

Practice making a firm handshake.

1. Get a friend with whom you feel comfortable and who can help you.
2. Shake his or her hand.
3. Ask your friend how firm your grip is. (Don't squeeze his or her hand too tightly.)
4. Practice until you become comfortable and your friend says the grip is firm.
5. Try your handshake on a stranger and see how he or she reacts.



COMMUNICATION
SKILL SHEET 1

Directions: Circle the letter of the answer that best completes the sentence.

1. Direct eye contact is often interpreted to mean
 - a. a feeling of anger.
 - b. a personal challenge.
 - c. an expression of weakness.
 - d. an open, accepting attitude.
2. Smiling is often interpreted to mean
 - a. an open, inviting expression.
 - b. an expression of sarcasm.
 - c. an expression of mistrust.
 - d. a feeling of anger.
3. Crossed arms and legs are often interpreted to mean
 - a. an expression of confidence.
 - b. an expression of disinterest.
 - c. an expression of interest.
 - d. an indication of open-mindedness.
4. A gesture that conveys an expression of friendliness and sincerity is
 - a. placing a hand in front of your mouth.
 - b. a limp handshake.
 - c. a firm handshake.
 - d. folding your arms across your chest.

5. The amount of personal space that should be used with acquaintances at work is

- | | |
|--------------------|---------------------|
| a. 6 to 18 inches. | b. 1 1/2 to 4 feet. |
| c. 4 to 12 feet. | d. over 12 feet. |

COMMUNICATION

ACTIVITY SHEET 3

Directions: Circle the letter of each picture pair that best matches the sentence. Discuss your answers with the class.

1. This type of handshake conveys a message of openness and friendliness, and a willingness to talk.

a.



b.



2. This expression of approval conveys a message of agreement, and understanding.

a.



b.



3. This type of eye position conveys a message of interest.

a.



b.

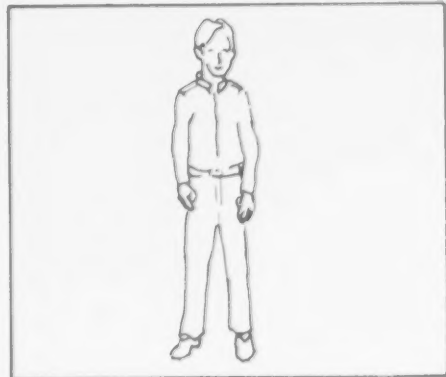


4. This position of posture conveys a message of confidence and willingness to listen.

a.

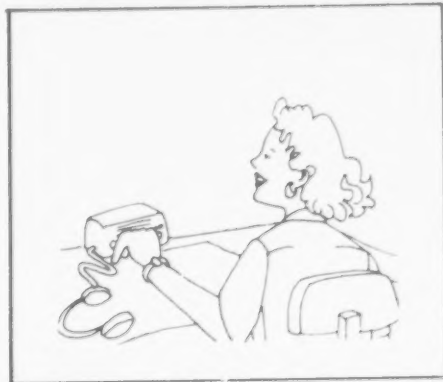


b.



5. This facial expression conveys a message of friendliness, and willingness to be approached.

a.



b.

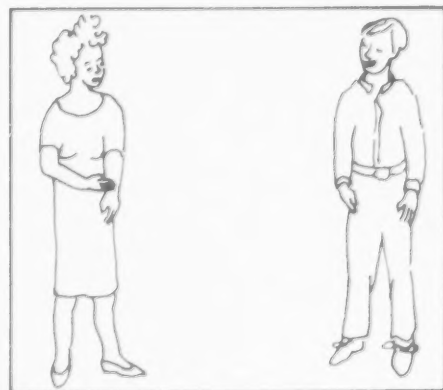


6. This amount of personal space between people is considered appropriate for the job.

a.



b.



COMMUNICATION
SKILL SHEET 2

Directions: Circle the letter of the answer that best completes the following questions.

1. This body signal lets another person know you are interested in the conversation, open-minded and confident:
 - a. standing over 12 feet away from the other person
 - b. straight body stance and unfolded and legs
 - c. a limp handshake
 - d. a faint smile
2. This body signal lets the other person know you are friendly and approachable for a conversation:
 - a. a sagging posture
 - b. a limp handshake
 - c. an obvious smile
 - d. avoiding eye contact
3. This body signal lets the other person know you are following the conversation and interested in what is being said:
 - a. direct eye contact
 - b. a sagging posture
 - c. a limp handshake
 - d. standing over 12 feet away from the other person
4. This body signal lets the other person know you respect him or her and do not want to threaten anyone:
 - a. standing with arms and legs folded in front of your body
 - b. standing four to twelve feet away from the other person in the conversation
 - c. a faint smile
 - d. a limp handshake

5. This body signal lets the other person know you approve of what is being said:

- | | |
|---|-------------------|
| a. standing over twelve feet away from the other person | b. a faint smile |
| c. a slumping stance | d. a positive nod |

COMMUNICATION

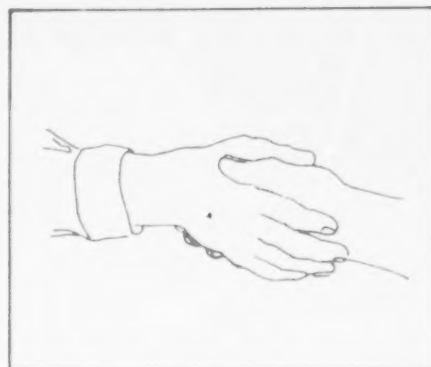
ACTIVITY SHEET 4

Directions: Circle the letter of the picture that shows the positive body signal and discuss your answers in class.

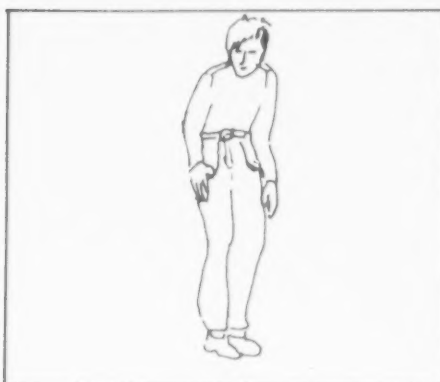
1. a.



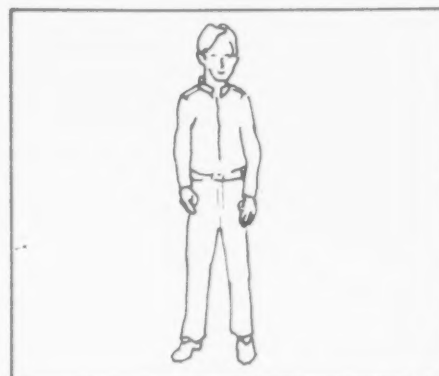
b.



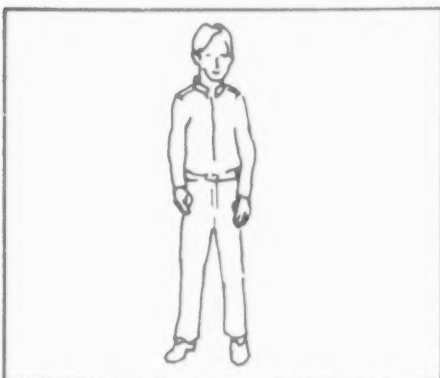
2. a.



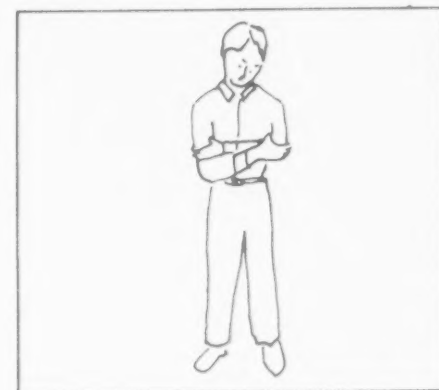
b.



3. a.



b.



4. a.



b.



5. a.



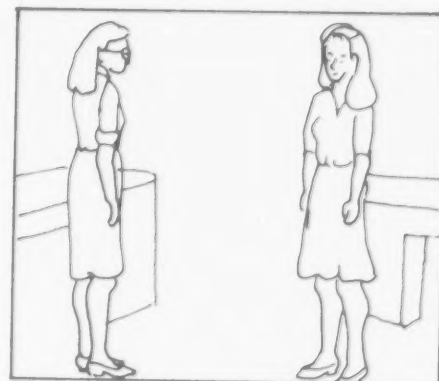
b.



6. a.



b.



COMMUNICATION

ACTIVITY SHEET 5

Directions: The following are situations the student might go through on the job. Each student should give positive body signals. The conversation can be evaluated by the teacher, class or can be video-taped. After the situations have been acted out, discuss them in class.

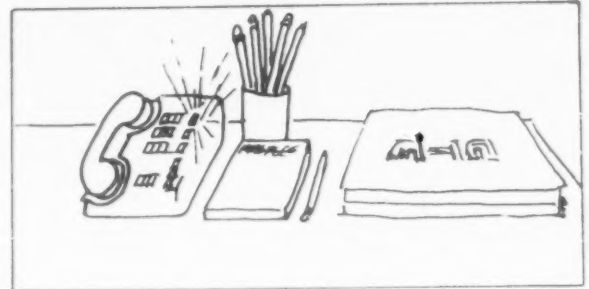
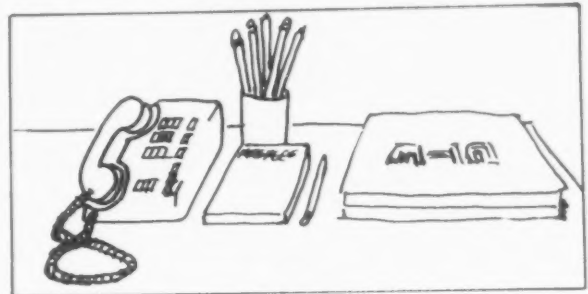
1. One co-worker is introducing another co-worker to the new job.
2. The supervisor is criticizing the employee and trying to suggest ways of improvement.
3. Two co-workers are assigned to finish a task together.

D. USING PROPER TELEPHONE TECHNIQUES

The goal of this section is for you to feel more confident using the telephone.

1. Tips for answering the telephone

- a. Organize your work area. Know where your phone, message pad, company directory and telephone book are. Be sure the phone and plenty of pens and pencils are within easy reach.
- b. Locate the incoming call on most multi-line phones by the flashing light. Push in the flashing button and pick up the receiver.
- c. Answer the call with a pleasant tone of voice. Give the name of your company and your first name.
- d. Speak clearly and don't mumble. Ask what the caller wants and determine how you may help him or her.
- e. Let yourself be interrupted when a call comes in. Don't let impatience show in your voice.

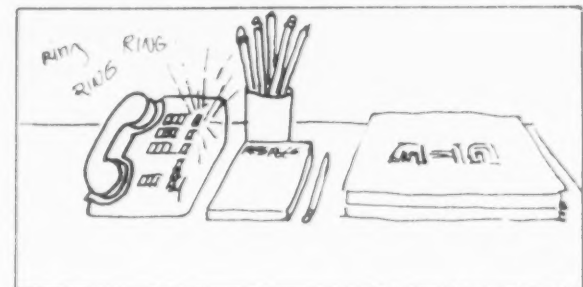


- f. If the caller wants a person or department that has another extension, connect the caller to the extension number. If someone who has no extension is asked for, go get the person. (Don't yell.)

2. Polite speaking and listening techniques.

- a. Whenever possible, answer the phone within three rings. Letting the phone ring longer gives the impression your company is poorly run.
- b. Listen carefully to the caller. Callers do not always know what they want. If so, you need to decide who the caller should talk to or what information the caller needs.
- c. If the caller is an unhappy customer, listen to the caller's entire story, even when the problem is not your fault.

If the customer is upset by something the company did or didn't do, apologize briefly. This helps an angry customer cool off.



- d. Be pleasant. If you are pleasant, the caller will more likely use the services of your company again.
- e. Use the customer's name if he or she gives it. If the caller does not give his or her name, do not ask for it.
- f. Repeat some of the customer's own words as you ask questions and get more information. This shows the caller you are listening.
- g. Let the caller interrupt you. Often the caller needs to "blow off steam" and does not mean to be personally rude.
- h. Don't make personal outgoing calls unless you do it on your time or you know it is O.K. with your company.

3. Taking Messages and Inquiries

To handle an incoming call:

- a. Listen carefully to the reason the person is calling.



- b. Decide if you need to take a message or answer a question.

- c. Ask questions. Be sure you know what the caller wants. If you need to take a message, write it down. You will rarely remember it unless you write it down.



- d. Be sure to ask the caller:

- (1) the name of the person he or she wants,
- (2) the caller's name,
- (3) the nature of the business,
- (4) the caller's phone number, and
- (5) when the caller can be reached.

- e. Confirm all information. Repeat to the caller any agreements or arrangements that have been made. Make sure the caller is satisfied with the arrangements before you hang up.



- f. End the call pleasantly. Say goodbye and thank the person for calling. Let the caller hang up first. Do not hang up the receiver before you hear the caller hang up.

- g. Do not slam the phone down
when you hang up.

4. Using the telephone book

- a. The telephone directory has six sections that help people find the number, name and location of businesses, people or agencies in the directory.

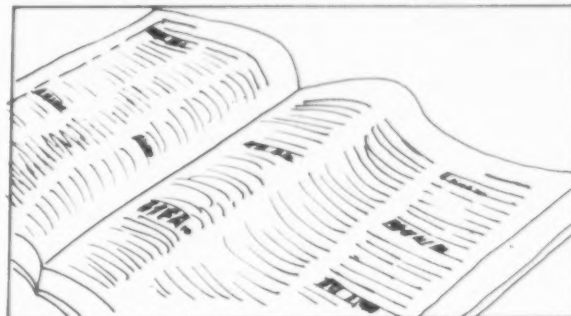
- (1) **Emergency Numbers.** All emergency numbers are listed on the inside front cover or toward the beginning of the book so they can be found quickly in an emergency.



- (2) **Customer Guide.** The Customer Guide, usually near the front, includes numbers for the telephone company's directory assistance, business, repair, billing and customer rights offices.

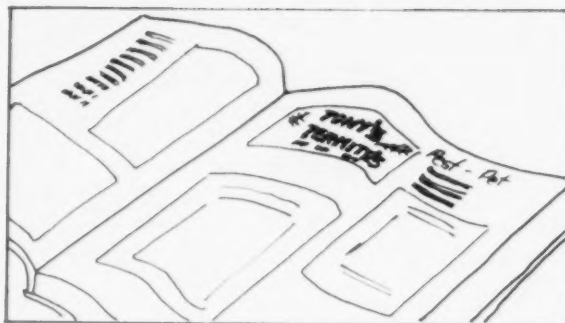


- (3) **The White Pages.** The white pages carry listings for individual people and businesses. Numbers are listed in alphabetical order by the person's last name or the name of the business.



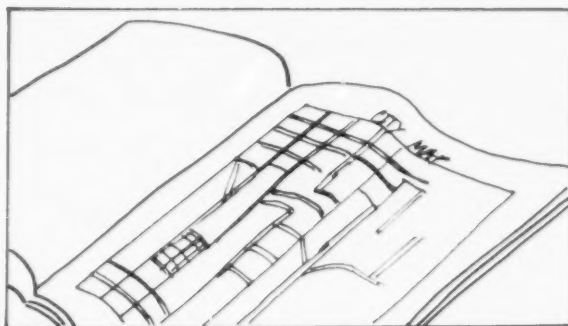
- (4) **The Yellow Pages.** In the Yellow Pages, you find only businesses and agencies listed by category.

"Tony's Termites," for example, might be found under P for Pest Control. Categories in the Yellow Pages are organized alphabetically.

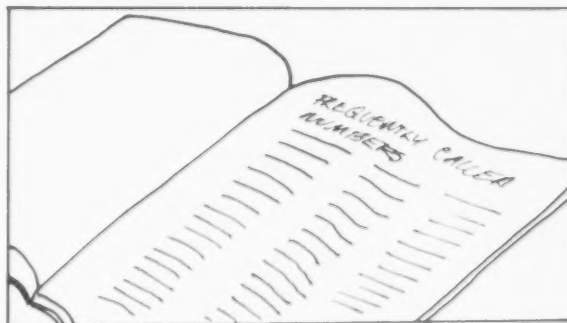


If a business is not listed under the category you expect, think of another name for the category. Sometimes the Yellow Pages will tell you to look under a different category.

- (5) **The Appendix.** The Appendix usually carries a city or street map. Callers can use the map to locate an address within the city.



- (6) **Frequently Called Numbers.** This section is usually found at the back of the phone book. It is a handy place to keep phone numbers you call often.



DO SKILL SHEET 3

DO ACTIVITY SHEET 6

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COMMUNICATION
SKILL SHEET 3

Directions: Circle the letter of the correct answer to each of the following questions.

1. The first step in properly handling the telephone is to
 - a. ask questions.
 - b. write down information.
 - c. give the name of your company.
 - d. organize your work area.

2. When a line light is flashing, it usually means
 - a. someone has just hung up.
 - b. someone is using that line.
 - c. that line is out of order.
 - d. that line is free.

3. One way to show you have heard the customer is to
 - a. use the same words the customer used.
 - b. interrupt the customer.
 - c. ask the customer to repeat what was just said.
 - d. hang up.

4. The best way to confirm a message is to

- | | |
|------------------|----------------------------|
| a. talk quietly. | b. talk louder. |
| c. hang up. | d. repeat the information. |

5. To find a number in the White pages, you must look up

- | | |
|----------------------------------|------------------------------|
| a. the category of the business. | b. the last name first. |
| c. the first name first. | d. the category of the name. |

COMMUNICATION
ACTIVITY SHEET 6

Directions: Below are suggested work situations to help you use the telephone techniques given in the previous section. You will answer the phone as you would if on the job. The other students will observe and critique your performance. Discuss with the class how you can improve upon the telephone skills you used.

1. Answer a phone call in which a number has to be transferred to an extension.
2. Answer a call that has an inquiry.
3. Answer a call in which a message has to be taken.
4. Answer a call in which the customer is unhappy about a service.
5. Answer a call in which the customer becomes rude.
6. Answer a call in which a number must be looked up in the white pages.
7. Answer a call in which a number has to be looked up in the yellow pages.
8. Answer a phone call in which a number in the emergency or guide section must be found.

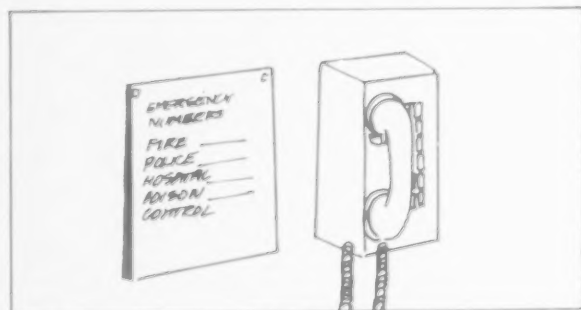
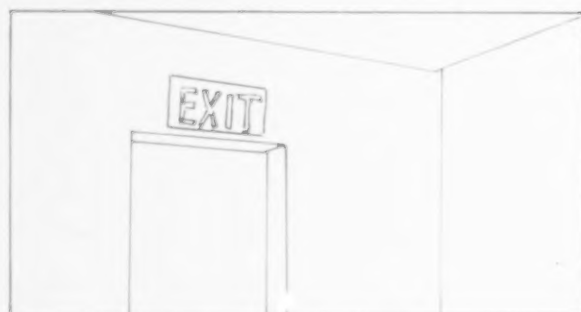
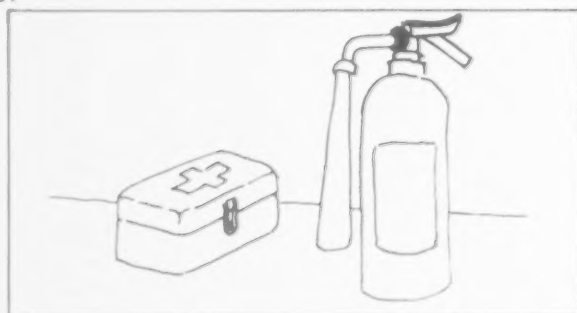
E. USING PROPER COMMUNICATION IN AN EMERGENCY.

You must know and follow basic procedures in case of an emergency on the job. When you begin a job, be sure to get information about emergency procedures for employees. Because each company's procedures may be different, you need to know the details.

The biggest rule in any crisis is: **DON'T PANIC -- STAY CALM.**

To communicate properly in an emergency, you must try to think calmly and speak calmly to other people. Don't let your panic take over your thoughts and voice, or you will not be able to communicate.

1. Be able to tell others calmly where emergency equipment is located. Learn where the fire extinguishers are located and how to operate them. Learn where the first aid kit is located.
2. Be able to tell others calmly where emergency exits are located. Remind them calmly to walk -- NOT RUN -- to the exits.
3. Know, or know where to find, emergency phone numbers for the fire department, rescue service, poison control and hospital. Make sure the numbers are displayed in an obvious place. In an emergency, you may not have time to locate the numbers in a phone book.



4. During a Crisis

- a. Don't panic. Assess the situation and decide what is your best move. Keep others calm.
- b. Report the emergency to your supervisor as soon as you can. Follow his or her instructions. He or she may want you to call the proper authorities.
- c. If your supervisor is not available, you must decide what needs to be done. In an emergency, it is usually best to phone the proper authorities (fire department, police, ambulance, etc.) even if your supervisor has not told you to.

As calmly as possible, tell the person who answers (1) your name, (2) your address, (3) what has happened, and anything else the person asks for.

- d. When there is an injured person, if possible, do not move the person. It sometimes causes further injury. Only move a person when their life is in danger.



COMMUNICATION

SKILL SHEET 4

Directions: Circle the answer that best completes each sentence below.

1. All of the following are part of preparing for an emergency, except:
 - a. knowing where fire equipment is located.
 - b. knowing where first aid equipment is located.
 - c. knowing all emergency phone numbers.
 - d. knowing your supervisor's make of car.

2. The first thing to do in an emergency situation is
 - a. scream.
 - b. don't panic.
 - c. run out the door.
 - d. hide under your desk.

3. In an emergency, you should
 - a. make the proper phone calls.
 - b. report to your supervisor.
 - c. be calm.
 - d. all of the above

COMMUNICATION

ACTIVITY SHEET 7

1. Directions: With your teacher's help, find your community's telephone numbers for the (1)fire department, (2)poison control center, (3)police and (4)hospital or ambulance.
2. Directions: Discuss with your teacher what information you might need to tell the person who answers the phone at the (1)fire department, if there were a fire, (2)poison control center, if someone were to take poison, (3)police department, if your workplace were to be robbed, and (4)hospital or ambulance, if a fellow worker were to have a heart attack, etc.
3. Direction: Pretend an emergency at work has just occurred, and you have to call the authorities. Your teacher is the person who answers the phone at the fire department, police department, poison control center or hospital. Call the authorities (your teacher), and give him or her the needed information in the case of (1)fire, (2)explosion, (3)robbery, (4)heart attack, and (5)poisoning.
4. Directions: You and your classmates are working in a factory. An emergency occurs. As a class, discuss what you would do in case of (1)fire, (2)explosion, (3)robbery, (4)heart attack and (5)poisoning. Or, if you prefer, think of your own emergency situation.

COMMUNICATION

UNIT REVIEW

1. To listen properly, you should avoid
 - a. concentrating on the eyes of the speaker.
 - b. blocking out distractions.
 - c. planning a reply while listening.
 - d. listening with your body as well as your mind.
2. To create an effective message, you should not
 - a. use the other person's name in the conversation.
 - b. be overbearing.
 - c. use the correct level and tone of voice.
 - d. ask questions.
3. Listening is all of the following, except:
 - a. an activity that takes no effort.
 - b. part of good communication.
 - c. an process that takes effort.
 - d. a process that involves the body as well as the mind.
4. In the Yellow Pages, you would find "Jerry's Plumbing"
 - a. after "Edgar Jeremy, Attorney at Law."
 - b. after "B and B Plumbing."
 - c. before "Edgar Jeremy, Attorney at Law."
 - d. none of the above

5. In the White Pages, you would find Jeff Beck

- a. before "B.C. Becker."
- b. after "James Bechtold."
- c. under "Mufflers--Sales and Service."
- d. none of the above

COMMUNICATION
PERFORMANCE CHECKLIST

Student _____ successfully performed the following tasks:

	Yes	No	Comments
1. Demonstrated effective communication skills			
2. Used correct verbal skills			
3. Interpreted body language			
4. Demonstrated positive body language			
5. Used proper telephone techniques			
6. Showed how to properly use communication in an emergency			

☐ Satisfactory - should move on
☐ Should repeat this unit

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • PROFESSIONAL HYGIENE



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI • COLUMBIA
IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



PROFESSIONAL HYGIENE

INTRODUCTION

The impression an employee makes is important. The employee must keep a clean body, practice proper grooming habits and stay in good health. The grooming necessary for work may be more rigorous than the grooming practiced for staying at home.

Grooming and "hygiene" go hand in hand. Hygiene is "a system of sanitary practices a person follows to keep his or her body healthy."

"Professional hygiene" means the basic sanitary practices you need to follow in the workplace.

UNIT OBJECTIVE

After completing this unit, you should be able to identify and apply proper hygiene, grooming and health habits to make a good impression at work.

SPECIFIC OBJECTIVES

After completing this unit, you should be able to:

1. List four things to do to maintain a clean and well-groomed body.
2. Keep hair clean and neatly groomed.
3. Use cosmetics and toiletries properly.
4. Wear proper clothes to job and school.
5. List some good health practices.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

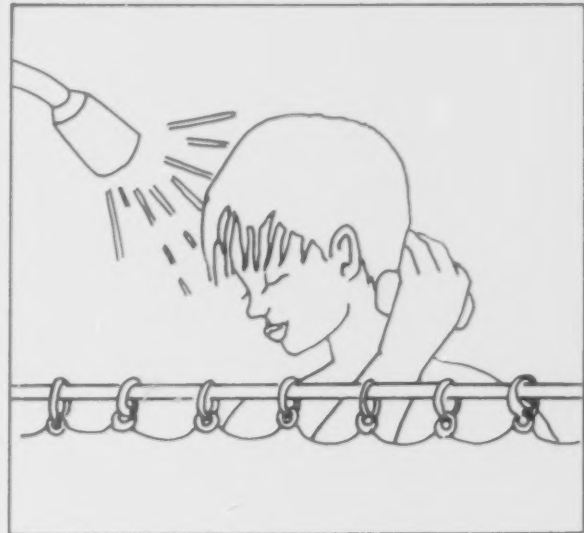
1. **Antiperspirant** - a substance that helps reduce perspiration.
2. **Cologne** - a scented liquid used to make one's personal scent more appealing to others.
3. **Deodorant** - a substance that helps the body smell better and masks unpleasant bodily odors.
4. **Hygiene** - a system of sanitary practices that helps keep the body healthy.
5. **Infected** - spoiled by disease.
6. **Nutrient** - a food, or substance in a food, that is needed to keep the body healthy.
7. **Perfume** - a scented liquid used to improve one's bodily odor.
8. **Perspiration** - sweat, a liquid the body puts out to help cool the body.
9. **Toiletries** - those objects used in grooming.
10. **Ventilated** - (describing a room or space) supplied with moving, fresh air.

B. MAINTAINING A CLEAN AND WELL-GROOMED BODY.

To make a good impression on the job, your body must be clean, well-groomed and free of strong or offensive odors.

1. **Take a bath or shower every day.** Make sure you use soap so you remove excess oils from your skin.
2. **Use a deodorant or antiperspirant every day.** A deodorant masks the smell of sweat. An antiperspirant tries to stop sweat from forming as well as masking its odor.

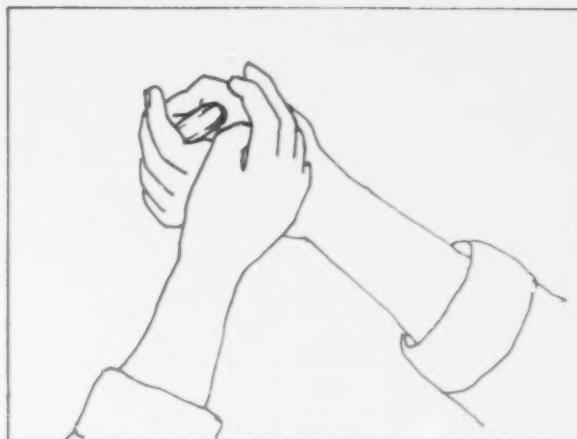
Deodorant may be enough for you. But if your clothes often get wet with sweat, you need an antiperspirant.



3. **Keep your hands and feet clean.**
 - a. Wash your toes and the bottoms of your feet each day. Since feet perspire and are covered by shoes and socks (or hose), the feet get infected easily.
 - b. Wear clean socks or hose each day and a different pair of shoes every other day.
 - c. Keep your fingernails clean and neat.



- d. Keep your fingernails about fingertip length. Fingernails that are too long can get in the way, and nails that are too short can get infected.
- e. Wash your hands often during the day. Dirty hands pass germs.



4. Keep your mouth clean and in good repair.

- a. Brush your teeth at least twice a day. Gently scrub all surfaces in your mouth (including your tongue) with a soft-bristled toothbrush.
- b. Use dental floss to reach places a toothbrush can't.
- c. Using mouthwash is O.K., but it cannot replace brushing.
- d. Visit the dentist at least once or twice a year. The dentist (or his staff) cleans your teeth and checks your mouth for damage or disease.



DO SKILL SHEET 1

DO ACTIVITY SHEET 1

PROFESSIONAL HYGIENE

SKILL SHEET 1

Directions: Below are questions about daily grooming. Circle the letter of the correct answer to each question.

1. _____ would not be a good idea.

- | | |
|-------------------------------|-----------------------------|
| a. bathing only once a day. | b. using a deodorant. |
| c. bathing only once a month. | d. using an antiperspirant. |

2. Brushing your teeth

- | | |
|--|--|
| a. helps you hear the alarm clock in the morning. | b. helps keep your mouth clean and in good repair. |
| c. makes other people think you don't care about how you look. | d. is harmful to hygiene. |

3. Keeping your feet clean is important because

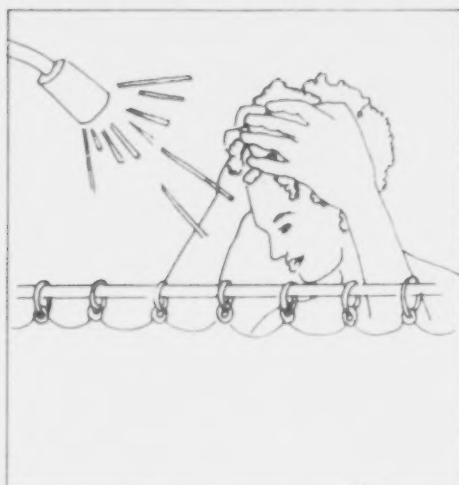
- | | |
|---|-------------------------------|
| a. you won't need to take a shower every day. | b. it gives the dentist work. |
| c. they get infected easily. | d. all of the above |

PROFESSIONAL HYGIENE

ACTIVITY SHEET 1

Directions: Circle the numbers next to the pictures below that show someone using proper grooming habits. On the lines next to each picture, explain what is good or bad about the grooming habit shown.

1.



2.



3.



C. KEEPING YOUR HAIR CLEAN AND NEATLY GROOMED.

Your hair must be clean and neat if you want to make a good impression.

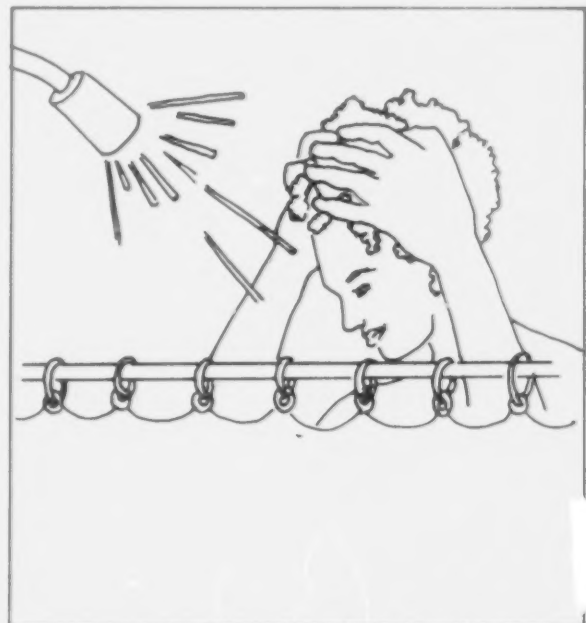
1. At work, you need a haircut that won't attract negative attention or get in your way. Don't choose a style that covers your eyes.

- a. Get advice from a beautician or barber on the best cut for you.
- b. Choose a haircut that fits your lifestyle. If you don't like to spend time on your hair, you want a style that only needs to be washed and combed out.



2. Wash your hair at least two to three times a week.

- a. If you have oily hair, or if you work in a dirty place, you will need to wash your hair more often.
- b. You must use shampoo or soap. You may want to use other hair products too (hair conditioner, hair spray) if you think they make your hair look better.



3. **Comb your hair often.** Combing keeps your hair healthy, gets rid of tangles and shapes your hair after you shower or bathe.

- a. Only comb your hair in a bedroom or bathroom. Don't comb it in a public place (a lunchroom or classroom).



4. Before you grow a beard or mustache, find out if your company has a policy on facial hair. See if anyone else at work has a beard or mustache. **If you decide to grow a beard or mustache, it must be even and well-groomed.**

5. You must shave, even if you choose to wear facial hair.

- a. Don't use a razor or blade that scrapes or chafes your skin. (Dull blades can scrape you.)
- b. Don't shave so often or so closely that you scrape or chafe your skin.



DO SKILL SHEET 2

DO ACTIVITY SHEET 2

PROFESSIONAL HYGIENE

SKILL SHEET 2

Directions: Below are questions about hair care. Circle the letter of the correct answer for each question.

1. When choosing a hair style, you should
 - a. choose a style that covers your eyes.
 - b. choose a style that will attract attention.
 - c. choose a style that doesn't attract too much attention.
 - d. choose the style your favorite star wears.
2. You should wash your hair
 - a. once a month.
 - b. at least twice a week.
 - c. three times a day.
 - d. once a week.
3. You should comb your hair
 - a. while talking to the principal.
 - b. in the restroom.
 - c. in a cafeteria or classroom.
 - d. when talking to someone at a party.
4. You should shave
 - a. twice a day, every day.
 - b. enough to keep away the "five-o'clock-shadow", but not enough to scrape your skin.
 - c. once a day, every day.
 - d. once a month.

CORE EMPLOYMENT SKILLS
PROFESSIONAL HYGIENE

PROFESSIONAL HYGIENE

ACTIVITY SHEET 2

Directions: On the lines beside each picture, explain what is being done wrong.

1.



2.



3.



201

D. USING COSMETICS AND TOILETRIES PROPERLY.

1. To learn what is appropriate, find out what others are using at work.

In general, it is better to wear too little makeup than too much. If you don't know how to use makeup, get good advice. You can get help from books, fashion magazines or cosmetic counters in stores.



2. Be careful when using perfume, cologne or after shave.
 - a. Don't wear a scent that is too strong. A scent should not send people running for cover.
 - b. Don't buy perfumes or colognes you cannot afford. There are many good products sold that don't cost too much.



DO SKILL SHEET 3

DO ACTIVITY SHEET 3

PROFESSIONAL HYGIENE

SKILL SHEET 3

Directions: Circle the letter of the answer that best completes the sentence.

1. The best rule to follow when trying to decide how much makeup to wear at work is
 - a. "the more you wear, the better."
 - b. "it is better to wear too little makeup than too much."
 - c. "wear enough to attract attention and let others know how creative you are."
 - d. "cake it on thick."
2. You should wear enough perfume or cologne
 - a. so you smell pleasant, but not too strong.
 - b. to cover other odors in the area.
 - c. to leave a "trail" behind you.
 - d. to cause others to run for cover.
3. To learn what cosmetics are appropriate,
 - a. find out what others at work are using.
 - b. ask your dentist.
 - c. watch MTV.
 - d. ask a clown at the circus.

PROFESSIONAL HYGIENE

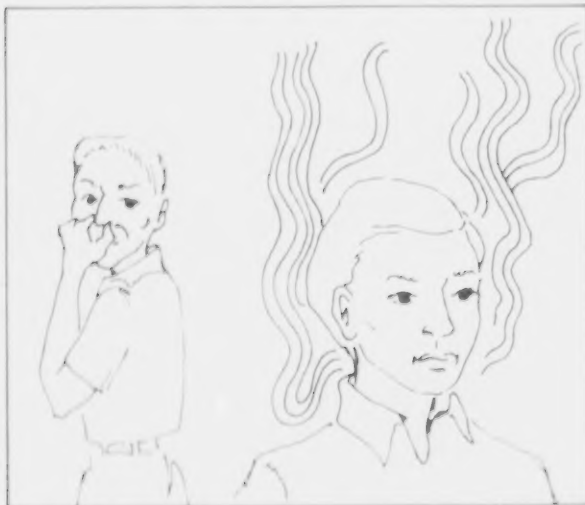
ACTIVITY SHEET 3

Directions: Circle the numbers next to the pictures that show appropriate use of cosmetics or toiletries. Beside each picture, explain what is correct or incorrect.

1.



2.



3.

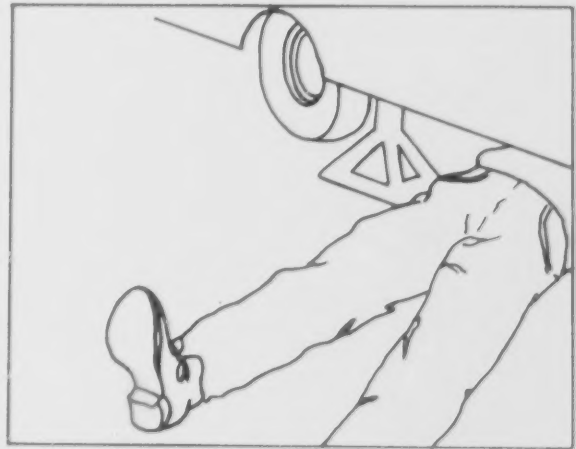


E. DRESSING APPROPRIATELY (PROPERLY) FOR THE JOB OR SCHOOL

What you wear on the job gives others an idea of what you are like. Your clothing should make a good impression.

1. **Dress properly for your job.** Think about what clothing is proper for the tasks you do. In an office, you may need suits, dresses and skirts. In a garage, you may need jeans, gloves and work boots.
2. **Find out what others wear.** Ask your boss and other workers what is appropriate.
3. **When buying clothes for work:**
 - a. Keep in mind how much money you can spend. Don't spend your first paycheck on clothes before you get it.
 - b. Stick to the basics. Buy "classic" clothes that won't go out of style quickly. Buy basic colors you can mix and match to use often.

Avoid "trendy" styles, which usually cost too much and are often not proper for work.

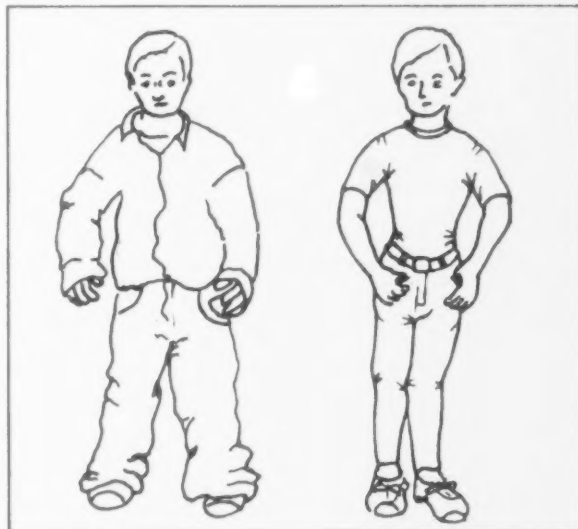


- c. Before you shop, look over the clothes you already own. Decide what clothes you need most. Match what you buy with what you already have.

4. Make sure the clothes you buy look good on you.

- a. Don't buy clothes that are too tight. An outfit is too tight if it creases around your waist, hips or legs or if you cannot sit or stretch without pain.

- b. Don't buy clothes that are too loose. An outfit is too loose if it hangs off your shoulders, waist or hips or if it drags on the floor.



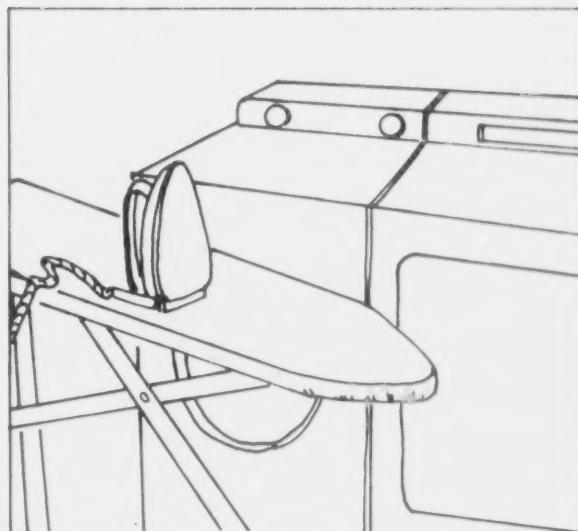
- c. Around machinery, avoid loose or dangling clothing. (scarves, long sleeves, long dangling hats).

- d. Make sure your shoes fit you comfortably. Loose shoes can cause you to trip. Tight shoes can hurt your feet. High-heeled shoes can be dangerous at some jobs.



5. Keep your clothes clean and in good repair. If you or someone else can smell your clothes, they need to be washed. If your clothes are ripped or wrinkled, you will look sloppy.

- a. Wash your clothes after wearing them one day. Washing your clothes takes out the oil and moisture that builds up.
- b. It may be necessary to iron your clothes. At some jobs, it is not professional to wear wrinkled clothing.
- c. Wear fresh underwear and socks daily. Underwear and socks have stronger odors than other clothing.
- d. Learn how to fix rips, sew on buttons, and repair small holes in your clothing. For major repairs, go to a tailoring shop.



DO SKILL SHEET 4

DO ACTIVITY SHEET 4

PROFESSIONAL HYGIENE

SKILL SHEET 4

Directions: Circle the letter of the correct answer.

1. When buying clothes for work, you should
 - a. buy the most trendy clothes you can find.
 - b. decide how much money you can afford to spend.
 - c. learn what your friends would like to wear.
 - d. buy the first thing you see.

2. Before you shop for new clothes, you should
 - a. find out what is appropriate for your job.
 - b. look over the clothing you already have.
 - c. decide what clothes you need most.
 - d. all of the above

3. One way to decide if your clothes fit properly is to
 - a. check for stretch marks (creases).
 - b. check the price tag.
 - c. check the color.
 - d. ask your dentist.

4. You should wash your clothes after you wear them
 - a. once.
 - b. twice.
 - c. three times.
 - d. four times.

5. To keep your clothes in good repair, you should

- a. give them away.
- b. learn to fix small rips and sew on buttons.
- c. never fix a rip.
- d. never mix stripes with checks.

PROFESSIONAL HYGIENE

ACTIVITY SHEET 4

Directions: Circle the number beside the picture below that shows dressing appropriately for work. On the lines below each picture, explain what the person is doing correctly or incorrectly.

1.



2.



3.



PROFESSIONAL HYGIENE

ACTIVITY SHEET 5

COMPLETE GROOMING CHECKLIST

Note: This questionnaire is for the student's personal use. It should not be shared with other students.

Directions: Rate yourself on the following daily grooming habits.

6 - You always do this.

4 - You sometimes do this.

2 - You never do this.

When you have completed the list, total your score, and compare it to the rating scale provided below.

- ___ 1. Do you take a bath or shower daily?
- ___ 2. Do you use a deodorant or antiperspirant?
- ___ 3. Do you shave often?
- ___ 4. Do you wear clean underwear daily?
- ___ 5. Do you wear clean socks or hosiery daily?
- ___ 6. Do you wash your hands at least twice a day or whenever they get dirty?
- ___ 7. Do you keep your fingernails clean everyday, and repair them as needed?
- ___ 8. Do you keep your nails about fingertip length?
- ___ 9. Do you wash your hair (with soap or shampoo) at least twice a week?

- ___ 10. Do you have your hair cut or trimmed regularly?
- ___ 11. Do you brush your teeth at least twice a day?
- ___ 12. Do you use dental floss?
- ___ 13. Do you look in a mirror during the day to check your appearance and comb your hair?
- ___ 14. Do you wear appropriate clothing for your job?
- ___ 15. Do you wear clothes that fit correctly and feel comfortable?
- ___ 16. Do you wear shoes shoes that fit correctly and feel comfortable?
- ___ 17. Do you keep your clothes clean?
- ___ 18. Do you keep your clothes ironed and repaired?
- ___ 19. Do you wear appropriate cosmetics and/or toiletries to work?
- ___ 20. Do you see the dentist once or twice a year?

CHECK YOUR RATING

- 100 - 120: You take pride in your appearance.
- 80 - 100: You would probably pass inspection.
- 40 - 80: You could use improvement.
- 40 or less: You'd better clean up your act.

F. USING GOOD HEALTH PRACTICES

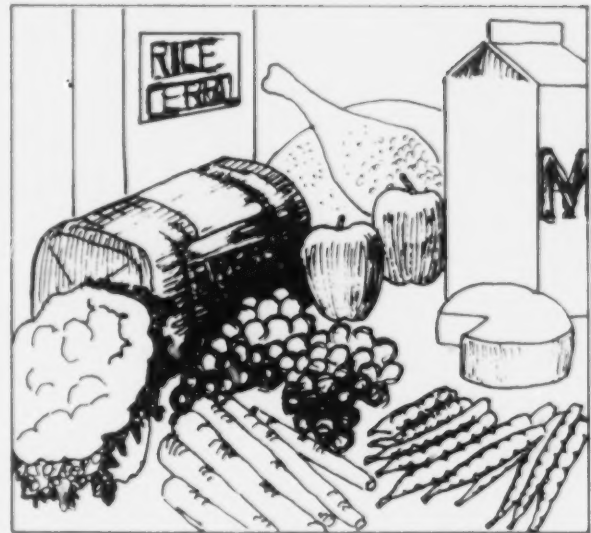
To do your job with energy all day, you must be healthy.

1. Eat a balanced diet.

- a. You need to eat food from four of the five basic food groups each day.

The five groups are:

- (1) breads and cereals (needed)
- (2) fruits and vegetables (needed)
- (3) milk and cheeses (needed)
- (4) meats (needed)
- (5) fats, oil, and sugar (optional)



- b. Besides eating the right foods, you must also eat the right amount of food. If you eat too much, you get fat. If you don't eat enough, you may get ill.

- c. Eat three meals a day at the same time each day. Do not skip, or snack in between, meals.

- d. Start the day with a good breakfast. Breakfast gives you energy, minerals and vitamins you need for the day.

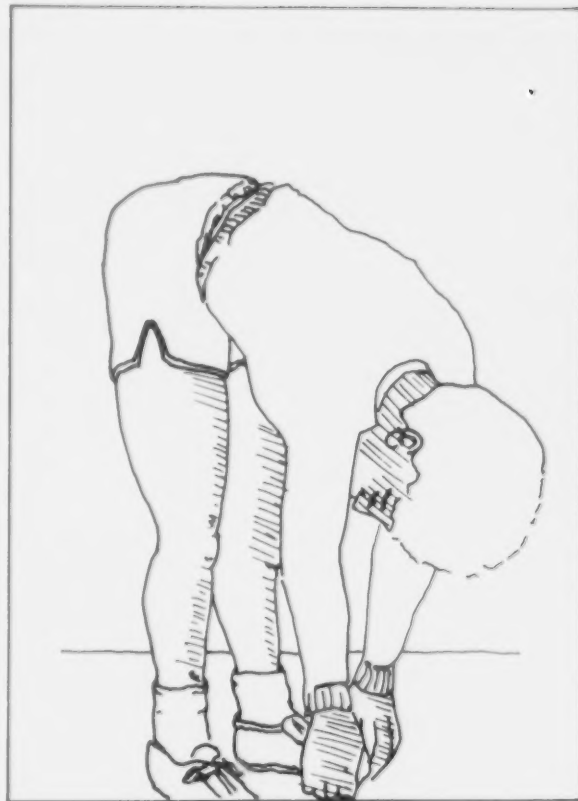


- e. If you must snack, eat foods that are in one of the four essential food groups. Avoid snacks with fat, oil or sugar.
- f. If you eat properly, you should not need to take vitamins in a pill.

2. You must exercise. Here's why:

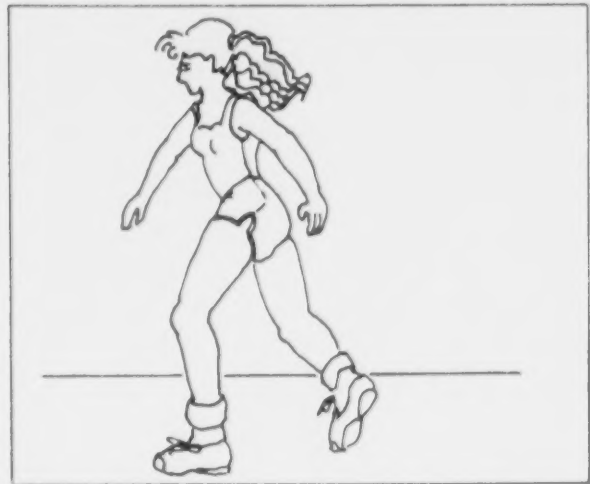
- Exercise makes your muscles stronger and more stretchable.
- Exercise makes your skin color healthier.
- Exercise helps your blood move better.
- Exercise makes you breathe better.
- Exercise helps you digest food better.
- Exercise makes your posture better.
- Exercise helps you sleep better.
- Exercise helps you cope with problems better.
- Exercise helps you feel better about yourself.
- Exercise helps you live longer in better health.

- a. A good exercise program lets you be active without getting injured. A good program includes stretching and twisting exercises as well as strength-building exercises (walking, running or swimming).



CORE EMPLOYMENT SKILLS
DECISION MAKING

- b. Between fifteen and thirty minutes of strength-building exercise two to three times a week should keep you fit.
 - c. When you first start an exercise program, don't overdo it. You might hurt yourself.
3. Drink a large amount of water. You need six to eight glasses of water a day. If you don't drink that much, you can get water from fruit or bread.
4. Keep good posture. Walk with your head upright and sit up straight. Poor posture leads to back trouble and other problems.
5. You need about eight (six to ten) hours of sleep a night. You need sleep to concentrate, exercise and eat correctly. To sleep better:
- a. At night, don't eat too much or too little. Don't drink coffee, tea or soda.
 - b. Do quiet things (read, listen to soft music, etc.) before going to bed. Don't fight or argue before you go to bed.



c. Go to bed at about the same time each night.

d. Sleep in comfortable clothing, on a firm mattress and in a well-ventilated room.

6. You should also work and play in well-ventilated rooms. The body needs good air flow to work properly.

7. **Visit your doctor at least once a year.** The doctor can catch health problems early.

8. Always cover your mouth with a tissue or handkerchief when you sneeze or cough. If you don't, you may spread diseases.

9. Avoid drugs and alcohol. They tend to open the body to disease.

10. Avoid sexually transmitted diseases. These can cause severe damage or death. Ask your doctor about them.

11. Avoid smoking. Smoking causes many diseases and opens the body to other diseases.



DO SKILL SHEET 5

DO ACTIVITY SHEET 6

PROFESSIONAL HYGIENE

SKILL SHEET 5

Directions: Below are questions about health practices. Circle the letter of the correct answer for each question.

1. You should eat
 - a. a variety of foods from the four "needed" food groups.
 - b. what your friends eat.
 - c. foods that contain fat, oils and sugar.
 - d. fifteen meals a day.
2. A good exercise program includes
 - a. opening and shutting the refrigerator door five times.
 - b. stretching and twisting exercises and strength-building exercises.
 - c. chocolate.
 - d. all of the above
3. You need to drink _____ of water a day.
 - a. two glasses
 - b. six to eight glasses
 - c. ten gallons
 - d. six to eight quarts
4. You need _____ of sleep a night.
 - a. six to ten hours
 - b. 24 hours
 - c. ten minutes
 - d. four to five hours
5. To maintain your health, you should avoid
 - a. listening.
 - b. exercise.
 - c. smoking, drugs and alcohol.
 - d. reading.

PROFESSIONAL HYGIENE

ACTIVITY SHEET 6

HEALTH MAINTENANCE CHECKLIST

Directions: Below is a personal checklist to use in rating your health habits. There is no rating scale included. Simply answer YES or NO for each of the following questions.

- ___ 1. Do you eat a variety of foods?
- ___ 2. Are you eating a balanced diet (one that includes food from four of the five essential food groups)?
- ___ 3. Do you eat three meals a day?
- ___ 4. Do you eat breakfast?
- ___ 5. Do you snack in between meals?
- ___ 6. Do you take vitamins in a pill?
- ___ 7. Do you exercise at least fifteen minutes every other day?
- ___ 8. Do you do strength-building and stretching exercises?
- ___ 9. Do you drink six to eight glasses of water a day?
- ___ 10. Are you aware of your posture?
- ___ 11. Do you work at having a good posture?

- ___ 12. Do you get approximately eight hours of sleep each night?
- ___ 13. Do you try to work and relax in well-ventilated rooms?
- ___ 14. Do you see the doctor once or twice a year?
- ___ 15. Do you cover your nose and mouth with a tissue or handkerchief when you cough or sneeze?
- ___ 16. Do you avoid drugs and alcohol?
- ___ 17. Do you know what sexually transmitted diseases are?
- ___ 18. Do you know how to avoid sexually transmitted diseases?
- ___ 19. Do you smoke?
- ___ 20. Are you aware of the dangers of smoking?

PROFESSIONAL HYGIENE

UNIT REVIEW

Directions: Choose the letter of the answer that best completes the statement or answers each question below.

1. _____ is a system of sanitary practices that helps keep the body healthy.
 - a. deodorant
 - b. toiletries
 - c. hygiene
 - d. none of the above
2. You should take a shower or bath at least
 - a. once a week.
 - b. once a day.
 - c. twice a month.
 - d. twice a week.
3. You should visit the doctor and dentist at least
 - a. once a month.
 - b. once a day.
 - c. once in your life
 - d. once a year
4. Exercise will
 - a. make your body stronger and more flexible.
 - b. make you clean your room.
 - c. make no difference.
 - d. make you read better.
5. Clothing worn to work should be
 - a. appropriate for the work being done.
 - b. tight.
 - c. loose.
 - d. uncomfortable.

CORE EMPLOYMENT SKILLS
PROFESSIONAL HYGIENE

PROFESSIONAL HYGIENE
PERFORMANCE CHECKLIST

Student _____ successfully performed the following tasks:

	Yes	No	Comments
1. Listed four things one can do to maintain a clean and well-groomed body			
2. Kept hair clean and neatly groomed			
3. Used cosmetics and toiletries appropriately			
4. Wore appropriate clothing for the job and school			
5. Listed some good health practices			

Satisfactory -- should move on ☐

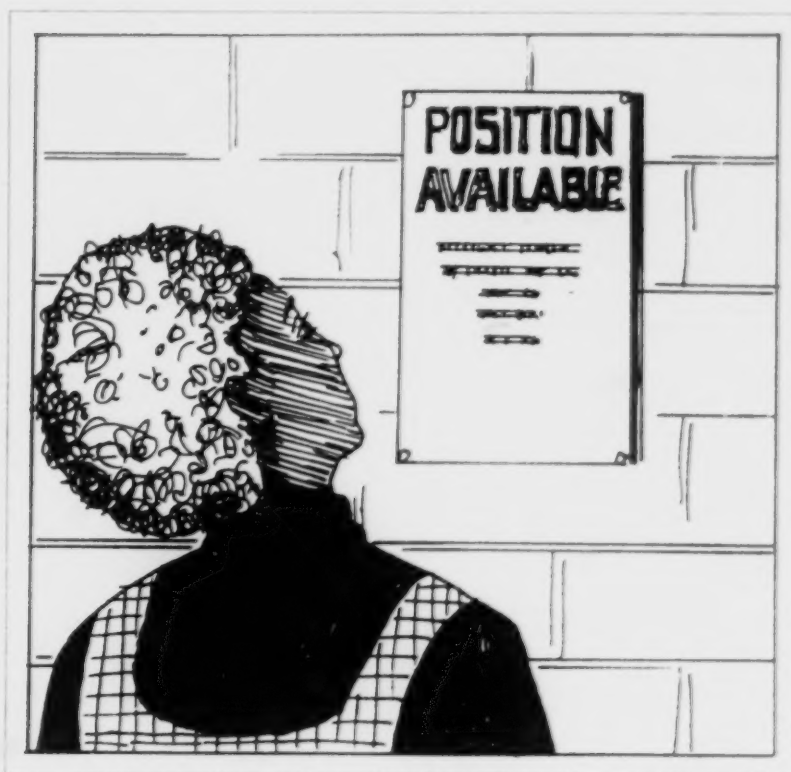
Should repeat this unit ☐

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • SELF-EVALUATION



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI • COLUMBIA
IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



SELF-EVALUATION

INTRODUCTION

Before applying for a job, you must have an idea about what you do and don't do well. Self-evaluation means looking at yourself to see where you are strong and where you are weak. You will be happier if you know what you are good at and enjoy most.

UNIT OBJECTIVE

After you complete this unit, you will know more about your own strengths, interests, values and goals.

SPECIFIC OBJECTIVES

After you complete this unit, you should be able to:

1. Name some of your personal strengths and weaknesses.
2. Name five ways a job might effect your life.
3. Name some short-term goals.
4. Describe ways to improve self-confidence.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

1. **Assessment** - a measurement or a test; to measure or test, to estimate the value of something.
2. **Deadline** - the latest time by which something must be finished.
3. **Evaluation** - a way of finding an amount or measuring; a way of judging the worth of something.
4. **Goal** - an object or end that people work to reach.
5. **Impersonal** - not related to any specific person, but in a general sense. (Example: Not Fred or Anne, but "a person.")
6. **Self-confidence** - firm trust or faith in one's abilities.
7. **Situation** - the set of circumstances or choices a person faces at a specific time. This set is usually based on a sequence or combination of events in the past or present.
8. **Strength** - a positive trait in a person's character.
9. **Unique** - one and only one. ("Unique" is not the same as "unusual" because something unique only happens once, while something unusual can happen several times.)
10. **Weakness** - a fault or faulty trait in a person's character.

B. IDENTIFY PERSONAL STRENGTHS AND WEAKNESSES.

You need to define those things you do well (strengths) and those you don't do well (weaknesses). You are a unique (one and only one) person with a unique package of strengths and weaknesses.

1. Step One: Your Personality

Activity Sheet One will help you learn about your personality. Work through the test; then score yourself. This activity will not be graded, so answer the questions honestly. If you only write down what you think your teacher wants you to say, your idea of what makes you special will not be entirely correct.

DO ACTIVITY SHEET 1

SELF-EVALUATION

ACTIVITY SHEET 1

Directions: Grade yourself on the following traits to determine where your strengths lie. Use this scale: **S = Strong, AA = Above Average, A = Average, BA = Below Average and W = Weak.** There is no right or wrong answer. Ask your teacher or look up any terms with which you are not familiar.

1. How dependable (reliable, can be counted on) are you? _____
2. How self-confident (believing in your own abilities and strengths) are you? _____
3. How friendly are you? _____
4. How cheerful are you? _____
5. How patient (able to wait or work through trouble without complaining) are you? _____
6. How much determination (firmness, willing to stand up for your ideals) do you show? _____
7. How much of a sense of humor (the ability to make a joke and take a joke) do you have? _____
8. How honest are you? _____
9. How decisive (able to make quick and hard decisions) are you? _____
10. How responsible (willing to take the blame for mistakes) are you? _____

11. How loyal (faithful) are you? _____
12. How sensitive (keenly aware of others' feelings or things around you) are you? _____
13. How sincere (truthful or honest with others, not trying to trick them) are you? _____
14. How ambitious (having a strong desire to reach a goal) are you? _____
15. How courageous (brave, fearless, willing to deal with danger) are you? _____
16. How industrious (willing to work hard) are you? _____
17. How cooperative (willing to work as a team with others) are you? _____
18. How enthusiastic (eager, passionate, inspired) are you? _____
19. How considerate (showing regard for others) are you? _____
20. How much initiative (the ability to think and act without being told what to do) do you show? _____
21. How courteous (polite, thoughtful) are you? _____
22. How much leadership (the ability to guide others) do you show? _____
23. How independent (free from the control of others) are you? _____
24. How prompt (on time, quick to do what is needed) are you? _____
25. How organized (arranged in a neat and orderly way) are you? _____

2. STEP TWO: Your Social Skills

The next two activities will help you find out how well you get along with others. Activity Sheet Two looks at how well you get along with others in general. Activity Sheet Three looks at how you might get along with others at work.

Be honest. You may not know how you might react to a situation because you haven't gone through anything like it before. If so, try to imagine how you might feel if you did have to live through such an event or problem.



DO ACTIVITY SHEETS 2 AND 3

SELF-EVALUATION
ACTIVITY SHEET 2

Directions: Put a "true" or "false" in the blank beside each statement.

- _____ 1. I get along with others my age.
- _____ 2. I usually get along with my parents and teachers.
- _____ 3. I'd rather let others make decisions for me.
- _____ 4. I'm a little shy and don't feel right about giving orders to other people.
- _____ 5. I don't mind letting others have their way sometimes.
- _____ 6. I have a good sense of humor.
- _____ 7. I don't work well when I have to meet deadlines.
- _____ 8. I have trouble controlling my temper.
- _____ 9. I get nervous or upset when I know others are depending on me.
- _____ 10. I am usually cheerful.

(turn the page)

Rating your Scores

Copy your answers on the lines below. If your answers match those here, put a number "10" on the "rating" line for those answers. Only put a "10" where the answers match. Total your points.

Your Answer		Rating
1. _____	TRUE	_____
2. _____	TRUE	_____
3. _____	FALSE	_____
4. _____	FALSE	_____
5. _____	TRUE	_____
6. _____	TRUE	_____
7. _____	FALSE	_____
8. _____	FALSE	_____
9. _____	FALSE	_____
10. _____	TRUE	_____

TOTAL: _____

If your score was "60" or more, you probably work well with most people and feel comfortable in most job situations. However, if your score was less than "60," you might not feel comfortable in stressful jobs or jobs that require contact with people.

SELF-EVALUATION
ACTIVITY SHEET 3

Directions: Circle your answer to the following questions.

1. You meet a person whom, right away, you do not like. You would
 - a. try to talk about something you both are interested in.
 - b. avoid the person.
 - c. put the person down.
2. You are offered a job you have no experience for. You would
 - c. try to bluff through it.
 - b. refuse to try.
 - a. admit you have no experience and offer to learn on the job.
3. When dealing with people, such as sales clerks, waitresses, etc., you
 - a. usually smile and say something pleasant.
 - b. are nice if they are pleasant to you.
 - c. treat them impersonally.
4. The store has charged you more than it should have. You would
 - b. pay the bill without saying more.
 - c. tell the clerk that he or she has cheated you.
 - a. ask the clerk to recheck the bill.
5. When you meet a person who is badly crippled, you
 - c. try to avoid him or her.
 - b. go out of your way to be nice.
 - a. treat the person as you would anyone else.

Scoring

Give yourself 5 points for every "a" answer. Give yourself 3 points for every "b" answer. Give yourself no points for every "c" answer. Add your points.

Results

18 to 25 points:

You relate to others well almost all of the time because you respect others and greet them with interest and courtesy. You are liked by your friends and those you meet.

9 to 17 points:

You relate to others well most of the time, but you are sometimes selfish and forget to put yourself in the other person's shoes. Try working toward more of those "a" answers.

0 to 8 points:

You are not relating to others well. You may be too shy or too pushy. (Only you know which.) Good human relationships are like anything else in life; they take practice. Study the actions of someone you know who is truly gracious. Then adapt those traits to yourself.

3. **STEP THREE: Your Interests**

Now you will look at your interests. Interests are related to strengths in that interests put strengths into action. You enjoy working with things that interest you.

Example: One of Jennie's strengths is that she has always been a fast runner. Her interest is track. She is putting her strength (fast running) into action by her interest in track. When deciding on a career, you should keep your strengths and interests in mind.

Once again, answer the questions in the following activity honestly, or you will not get a clear picture of yourself.



DO ACTIVITY SHEET 4

SELF-EVALUATION
ACTIVITY SHEET 4

Directions: Circle one answer (a, b, or c) for each of the following questions.

1. At a party, I would rather
 - a. eat
 - b. dance
 - c. talk
2. If I could only take one group of classes, I would choose
 - a. science, industrial arts, and art.
 - b. social studies, team sports, and music.
 - c. math, literature, and history.
3. I feel sorry for people who lived 200 hundred years ago because they did not have good
 - a. houses.
 - b. hospitals.
 - c. schools.
4. When I get a gift that needs to be put together, I usually
 - a. figure it out for myself.
 - b. ask for help.
 - c. read the instructions.
5. The friends I see away from school are
 - a. the same friends I see in school.
 - b. different from the friends I see in school.
 - c. few - I don't see many friends away from school.
6. I get most of my news
 - a. from television.
 - b. from other people.
 - c. from newspapers.
7. When I am in a new place, I look at
 - a. the buildings and cars.
 - b. the people.
 - c. the signs and advertisements.
8. When reading books, I prefer
 - a. adventure stories and "how-to" books.
 - b. biographies and novels.
 - c. fantasy stories and science fiction books.
9. When I am angry, I want
 - a. to break something.
 - b. to yell at someone.
 - c. to be alone.
10. I would tell someone who was buying a car to think about how the car
 - a. performs.
 - b. looks and rides.
 - c. will resell later.
11. When I am with my friends, we are usually
 - a. working on something.
 - b. looking for a good time.
 - c. talking about something.

12. If someone were trying to sell me a new invention, I would ask
 - a. how it works.
 - b. who else would buy it.
 - c. if I could improve it.
13. I eat
 - a. when I am hungry.
 - b. when everyone else is eating.
 - c. at mealtimes.
14. I would rather do my homework
 - a. alone.
 - b. with friends.
 - c. at the library.
15. A good time requires
 - a. money.
 - b. good friends.
 - c. good planning.
16. If my city could provide only one service, I would prefer that it be
 - a. police and fire protection.
 - b. parks and recreation areas.
 - c. museums and libraries.
17. My friends and I usually talk about
 - a. things.
 - b. other people.
 - c. ideas.
18. When I see a beach, I think about
 - a. swimming.
 - b. picnicking.
 - c. exploring it.
19. I enjoy eating snacks when
 - a. I make them myself.
 - b. someone offers them.
 - c. I'm studying.
20. If I were having trouble with a math problem, I would
 - a. use a calculator.
 - b. get help from a friend.
 - c. get help from the teacher.
21. I would buy something if I liked the way it
 - a. looked.
 - b. had been advertised.
 - c. met my needs.
22. If I worked for an airline, I would rather be the
 - a. pilot.
 - b. ticket agent or flight attendant.
 - c. navigator.
23. My best friends are the ones who share my
 - a. interests.
 - b. other friends.
 - c. feelings.
24. I would rather
 - a. be rich.
 - b. be famous.
 - c. have influence on other people.
25. When I hear a police siren, I wonder
 - a. what law has been broken.
 - b. who is in trouble or hurt.
 - c. what the emergency is.
26. My favorite part of the department store is the
 - a. hardware department.
 - b. clothing department.
 - c. book and stereo department.
27. The best toy for a child would be
 - a. building blocks.
 - b. stuffed animals.
 - c. games.
28. At the auto races, I would rather
 - a. work with the pit crew.
 - b. sell food and souvenirs.
 - c. be the timekeeper.

CORE EMPLOYMENT SKILLS
SELF-EVALUATION

29. The number of my friends is
a. getting smaller.
b. getting larger.
c. staying about the same.
30. I think the person who would make the best politician is
a. a self-employed person.
b. someone who looks and sounds good.
c. a lawyer or a political scientist.
31. When I get out of high school, I want to
a. work for a while.
b. travel for a while.
c. go to college or to a vocational school.
32. The most important thing about a gift I receive is
a. how much it costs.
b. who gave it to me.
c. how much I need it.
33. When I read the credits at the end of a movie, I check to see who
a. directed it.
b. acted in it.
c. wrote the script.
34. The assignments I like best in school are
a. individual projects.
b. group projects.
c. research projects.
35. When I visit someone else's home, I worry about
a. spilling or breaking something.
b. the way I will be treated.
c. how I will fit into their routines and habits.
36. I think everyone should have
a. a car.
b. a television set.
c. a savings account.
37. On television, I would rather watch
a. a sports program.
b. a comedy-variety show.
c. a talk show.
38. When something I own breaks, my first thought is
a. it was poorly made.
b. I have been cheated.
c. I broke it.
39. The people who work hardest at school are
a. the custodians or janitors.
b. the teachers.
c. the administrators (principal, superintendent, etc.).
40. If I were a salesperson, I would rather sell
a. cars.
b. clothing.
c. insurance.
41. The greatest invention so far is the
a. automobile.
b. telephone.
c. electric light bulb.
42. The most important things provided by my state are
a. highways and public transportation.
b. public health and welfare.
c. schools and education.
43. The most useful tool for me is
a. a screwdriver.
b. a comb.
c. a pencil.

44. When I see a mountain, I think about
- climbing it.
 - how to describe it.
 - creating a picture of it.
45. If I had a friend who had a flat tire, I could help by
- changing the tire.
 - staying with my friend until help arrived.
 - going to get help.

Now imagine you have been told to stay in your room for a whole month. Pick one item out of each group below that you would like to have with you during the month. Remember, you may select only one out of each group.

46. a. a dart board
b. some magazines
c. a deck of cards
47. a. some modeling clay
b. some stationary (for writing letters)
c. a musical instrument
48. a. a jigsaw puzzle
b. a joke book
c. a book of crossword puzzles
49. a. some exercise equipment
b. a telephone
c. some books
50. a. a record player and some records
b. a radio
c. a camera and some self developing film

Scoring :

Look back over your answers to the questions above. Count how many "A's" you have marked, how many "B's" you have marked and how many "C's" you have marked. Write your totals in the spaces.

_____ Total Number of "A's"

_____ Total number of "B's"

_____ Total number of "C's"

Now look at the blanks above and mark your results below.

_____ Mostly "A's"

_____ Mostly "B's"

_____ Mostly "C's"

_____ Mostly "A's" and "B's"

_____ Mostly "A's" and "C's"

_____ Mostly "B's" and "C's"

_____ Equally "A's," "B's," and "C's"

Remember: These predictions are based on your interests and attitudes now. Interests change as we grow up. You can be anything you want to be. Now turn to the next page to see what the results mean. Read the paragraph that comes after the description of your results.

CORE EMPLOYMENT SKILLS
SELF-EVALUATION

If your answers were

Mostly "A's": You are a person who enjoys using your muscles, and you like to work with machines and materials. Your active life often leads you outdoors. You take good care of the things you own. You get satisfaction from things you make and do for yourself, and you have a natural ability to fix things. You might enjoy being a(n): carpenter, farmer, rancher, construction worker, factory worker, mechanic, bus or taxi driver, studio or laboratory technician, printer, forestry technician, fishery worker or greenskeeper.

Mostly "B's": You get along with people and are a good team member. You like music and laughter and entertain others and yourself when you are alone. You enjoy helping others. You might enjoy being a(n): salesperson, cashier, coach (athletic), hotel/motel clerk, flight attendant, social worker, usher or mail carrier.

Mostly "C's": You are a problem-solver. You are creative and well-organized. You work well with words, figures and ideas. You have many friends, but you often prefer your own company. You might enjoy being a(n): apartment manager, barber or beautician, athletic trainer, mechanic, chimney sweep or layout editor (newspaper or magazine).

Mostly A's and "B's": You work well with people and machines. Although you sometimes treat people like machines and machines like people, you can get the best out of both. You respect the lives and property of others and are practical. You might enjoy being a: hotel/motel clerk, food service worker, law enforcement worker, theatre technician (stage carpentry, lighting, etc.), filing clerk, bank teller, data processor, truck driver, newspaper carrier, or telephone operator.

Mostly "A's" and "C's": You can combine the world of facts and figures with the world of machines and materials. You are always busy and often combine business with pleasure. When you are not working hard with your body, you are working hard with your mind. You are creative and practical at the same time. You might enjoy being a(n): computer science technician, medical technician, industrial technician, interior decorator, maintenance mechanic, fire fighter, building maintenance person, or grounds maintenance person.

Mostly "B's" and "C's" You combine a good mind and a very likable personality. You like to help people. Your friends are important to you, and they influence your thinking. You might enjoy being a(n): bank teller, nurse's assistant, mail clerk, filing clerk, post office clerk, secretary, library assistant, or police officer.

Equally Divided among "A's," "B's" and "C's": You are a well-rounded and complex person. You adapt easily to any situation. Your choice of careers is wide open, but you might enjoy being a(n): painter, museum worker, photographer, music or musical instrument salesman, cartoonist, teacher's aide, social worker or youth recreation worker.

Adapted from: *Mathco, Module 1*
Southwest Center for Human Relations Studies
University of Oklahoma, Norman

C. RECOGNIZE HOW PERSONAL VALUES AND INTERESTS RELATE TO JOB AND LIFESTYLE

Your personal values are the things you think are most important. Your choice of job may depend on what you value most.

1. The job you choose may affect where you live. If you choose to be a forest ranger, you will probably have to live near a national forest. If you choose to work in the movie business, you will probably have to live near Los Angeles.
2. The job you choose may affect how you live. For example, if your job earns \$10,000 dollars a year, you will live differently than someone earning \$100,000 dollars a year. You need to decide how important money is to you.



Fred, a nurse's assistant, often has to work late hours or overnight and cannot always count on a full night's sleep. But he likes to help people feel better.



CORE EMPLOYMENT SKILLS
SELF-EVALUATION

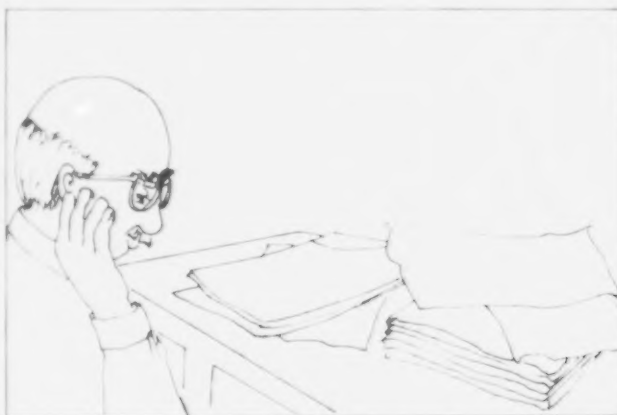
Jill works in a plastics factory. She works on the night shift and sleeps during the day. But she likes the night shift because she earns more money, and she likes working with machines and tools.



John, a salesman, often works 70 hours a week, including travel. But he likes to see new places.

3. The job you choose may affect who your friends are. Many of your co-workers will become your friends. You may lose touch with friends you have now.
4. The job you choose may affect your family life. For example, Susan, a hotel manager, works 80 hours a week. She has decided she does not have time for relatives or children.
5. The job you choose may affect your personality. Some jobs put more pressure on you than others. The pressure may make you nervous or grouchy.

Only you can decide how you want to live. Choose a career that fits what you value most.



DO ACTIVITY SHEETS 5, 6 AND 7

SELF-EVALUATION
ACTIVITY SHEET 5

Directions: Look at the jobs listed below. Imagine how these jobs might affect the life of the person who does them. Your teacher will discuss your answers with you.

1. Farmer
 - a. Location:
 - b. Friends:
 - c. Lifestyle:
 - d. Family Life:
 - e. Personality:

2. Automobile factory worker
 - a. Location:
 - b. Friends:
 - c. Lifestyle:
 - d. Family Life:
 - e. Personality:

3. Retail sales clerk

- a. Location:
- b. Friends:
- c. Lifestyle:
- d. Family Life:
- e. Personality:

4. Carrier for a morning daily newspaper

- a. Location:
- b. Friends:
- c. Lifestyle:
- d. Family Life:
- e. Personality:

5. Truck driver

- a. Location:
- b. Friends:
- c. Lifestyle:
- d. Family Life:
- e. Personality:

SELF-EVALUATION
ACTIVITY SHEET 6

The following is an activity to help you decide what things are important to you. You need a piece of paper and a pencil.

Directions: List twenty things you like to do. Then, in the left-hand column, place:



1. A dollar sign (\$) beside those items that take more than ten dollars to do.



2. A stick person beside those items that are done with other people.



3. A tree beside those things that are done outside.



4. A sun by those things that are done during the day.



5. A half-moon beside those things that are done at night. Place both symbols by those things that can be done either day or night.



6. A capital "J" beside those things that could be done as a job.



7. A number "1" beside the thing you like to do best, a "2" beside the thing you like second best, and so on. Number the things in order up to 20.

Look at the first five things you chose. Write down any careers that could include the first five things you listed.

You might want to discuss your list with others or look up what careers would use your interests and the lifestyle you want.

SELF-EVALUATION
ACTIVITY SHEET 7

Directions: Draw a coat of arms that reflects your personal values and experiences. Draw a picture that shows:

1. the most important event in your life between birth and age fourteen.
2. the most important event in your life from age fourteen to the present.
3. your greatest achievement in the past year.
4. something you might do if you had only one year left to live.
5. something you do very well.
6. the most important trait you have.
7. Think of a motto (a phrase or saying) that sums you up or says something you like. Write it on your coat of arms.

When you're done, you may want to discuss your drawing with your teacher and revise it if you have any new ideas. Remember, this coat of arms should summarize what is important to you in your life.

D. IDENTIFY SHORT-TERM CAREER GOALS.

A career goal is a job or step in the direction of a future job. It is something you want to work toward during your career.

1. **STEP ONE: Know your strengths and interests.**
2. **STEP TWO: Match yourself to your career.** After you learn what strengths and interests you have, you must find a career that uses them. Even if you have an idea of what you want to do, it would be a good idea to learn about careers. You may find some that are similar to your first choice.
3. **STEP THREE: Set career goals.** A career goal should be:
 - a. **Meaningful**--The career goal you choose should be based on your values, interests, strengths and weaknesses. You must ask yourself what you want and how you can get it.
 - b. **Realistic**--The career goal you choose should be based on what you can really do. Don't frustrate yourself by choosing a goal you can't possibly reach.



- c. Specific--Focus on one specific goal. If your goals are too general, you won't reach it.
- d. Flexible--On the way to your goal, you may have to change course. Don't be afraid to try another route to reach your final goal.

DO ACTIVITY SHEETS 8 AND 9

SELF-EVALUATION
ACTIVITY SHEET 8

You need to think about what you want now and in the future. Setting goals for yourself involves looking "down the road."

One Year from Now:

Write down what job you would like to have, where you would like to live, how much money you would like to make, what activities you would like to do, and how much time you would like to spend with friends and family.

Five years from now:

Write down what job you would like to have, where you would like to live, how much money you would like to make, what activities you would like to do and how much time you would like to spend with friends and family.

Ten years from now:

Write down what job you would like to have, where you would like to live, how much money you would like to make, what activities you would like to do, and how much time you would like to spend with friends and family.

Twenty years from now:

Write down what job you would like to have, where you would like to live, how much money you would like to make, what activities you would like to do, and how much time you would like to spend with friends and family.

SELF-EVALUATION
ACTIVITY SHEET 9

Directions: Rank the importance of each item to you. Put a "1" on the line in front of the most important item, and a "2" in front of the item you think is second in importance. Continue until you have ranked all 16. If you do not understand a word, ask your teacher or look it up.

- _____ 1. Adventure - doing exciting things, being in new or different situations.
- _____ 2. Artistry - creating something that pleases yourself or others.
- _____ 3. Competition - trying to do better than someone else.
- _____ 4. Creating - getting to think up a new idea or product.
- _____ 5. Fame - being well-known by others.
- _____ 6. Income - earning a high salary.
- _____ 7. Independence - planning your own tasks, schedule, being free to change your methods if you wish.
- _____ 8. Intellectualism - using theory, knowledge and clear thinking to find the answers to hard problems.
- _____ 9. Leadership - influencing others in their work, being a leader, making decisions.
- _____ 10. Orderliness - following set procedures, doing well-organized routines.

- _____ 11. Physical Performance - being able to do tasks that require precise physical movement or coordination.
- _____ 12. Productivity - making a product or doing work that results in something usable.
- _____ 13. Recognition - receiving respect from others in the field.
- _____ 14. Social Service - working for the benefit of others and society.
- _____ 15. Usefulness - doing work that produces something practical, something that can be used.
- _____ 16. Variety - doing many different tasks or problems.

E. DESCRIBE WAYS TO IMPROVE SELF-CONFIDENCE.

You must know yourself before you can be confident about yourself. When you are self-confident, you are sure of yourself. But how do you show it?

1. Self-confident people show the following traits:
 - a. They are sure of themselves and what they can do.
 - b. They are happy about themselves and others.
 - c. They have the courage to stand up for what they believe.
 - d. They get along with others.



People who are not self-confident show these traits:

- a. They are unsure of themselves and what they can do.
- b. They are unhappy with themselves and others.
- c. They do not stand up for what they believe.
- d. They do not get along well with others.



2. Self-confidence is built with encouragement and goals. When you encourage, you give support, help or hope to someone. A goal is something you work to gain.

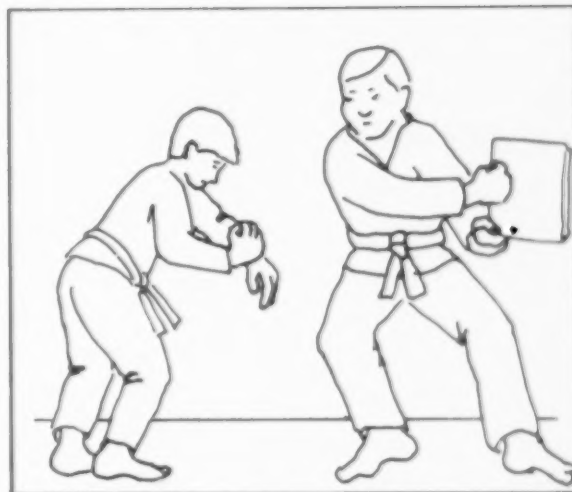
Example: In a karate class, Jeff tells Mr. Chung, his coach, that he wants to break a board with his fist. Breaking a board is Jeff's goal.

Jeff is afraid that breaking a board will hurt. His coach holds up a square piece of pine, and Jeff punches it. It doesn't break, and Jeff's knuckles are sore.

Mr. Chung says, "O.K. Jeff. That was close. But make your fist tighter. Think of hitting **through** the board instead of hitting the surface. Try again, and I think you'll get it."

Mr. Chung encouraged Jeff to try again. After two more tries, Jeff broke the board. This gave Jeff self-confidence.

- a. At home, we begin to build self-confidence shortly after we are born. Babies who are encouraged by their parents to learn tend to become more self-confident.



- b. In school, those students who are encouraged by their teachers to learn tend to become more self-confident.
- c. At work, you gain self-confidence if you are encouraged when you do good work.



- 3. The self-confident person has courage -- courage to stand up for his or her beliefs and courage to take criticism and use it.
- 4. When you are self-confident, you get more respect. You feel better about yourself and work better with others.
- 5. One way to think of self-confidence is to think of it as a brick wall. Goals are the bricks. Encouragement is the cement (mortar) that holds the bricks (goals) together. Just as bricks and mortar are used to build a wall, goals and encouragement are used to build self-confidence.
- 6. Some tips for setting goals:

- a. Set small goals for yourself. ("Today, I will finish my homework.")



When you accomplish the small goals, move on to larger ones.
("I will own a business.")

- b. Work on one goal at a time.
If you have too many goals,
you reach few of them.
- c. If your goal is too big to
reach, break it into smaller
goals and reach the smaller
goals one at a time.
- d. Choose realistic goals. Don't
set your sights on goals you
can't reach in your lifetime.
- e. Give yourself rewards along the
way. Without encouragement
to glue the bricks together, the
wall will fall apart.
- f. Don't forget where you are and
where you are going. Remind
yourself which goals you've
reached and which still need to
be reached.

Every good brick layer looks
back at the bricks he or she
has already placed. If you
don't know how earlier bricks
have been placed, you don't
know how to line up new ones.



SELF-EVALUATION

ACTIVITY SHEET 10

Directions: The following are situations in which someone has made a mistake in setting or reaching a goal. Tell what the mistake was and suggest a way the situation can be turned around.

1. Tom has wanted to be a truck driver all his life. He turned down a job driving a step-van for a bread company in order to be available for a job with a major trucking company. Tom didn't get the job with the major trucking company. Now he has no job. What should Tom have done?

2. Alexa would like to be a stage carpenter for a local community theater troupe. When Alexa was asked to work with the stage crew for the school play, she turned it down because it would take away too much of her free time after school. When Alexa applied for a job with the local community theatre, she was told she didn't have enough experience. What should Alexa have done?

3. Chris graduated from high school and took the first job he was offered -- washing cars at the car wash. Now Chris isn't happy, but he doesn't know why. What did Chris do wrong?

SELF-EVALUATION

UNIT REVIEW

Directions: Circle the answer that best completes the sentences below.

1. A job can affect your family, personality and
 - a. lifestyle.
 - b. location.
 - c. friends.
 - d. all of the above
2. If you were a taxi driver, you would need to
 - a. watch television.
 - b. keep your driving record good.
 - c. swim often.
 - d. fight with your boss.
3. Your career goals should be meaningful, realistic, specific and
 - a. flexible.
 - b. simplistic.
 - c. random.
 - d. all of the above
4. Self-confident people
 - a. don't stand up for what they believe.
 - b. are unhappy.
 - c. get along with others.
 - d. do not get along with others.
5. People without self-confidence
 - a. are happy with themselves.
 - b. are willing to stand up for what they believe.
 - c. get along with others.
 - d. are unsure of themselves and what they can do.

6. When you set a career goal, you must first
- a. match yourself to your career.
 - b. know your strengths and interests.
 - c. identify a realistic career goal.
 - d. identify a specific career goal.
7. The second step in setting a career goal is to
- a. match yourself to your career.
 - b. know your strengths and interests.
 - c. identify a meaningful career goal.
 - d. identify a specific career goal.
8. Your self-confidence is built of
- a. encouragement and goals.
 - b. ice cream.
 - c. anger.
 - d. no work and all play.

SELF-EVALUATION
PERFORMANCE CHECKLIST

Student _____ successfully performed the
following tasks:

	Yes	No	Comments
1. Identified personal strengths and weaknesses			
2. Recognized how personal values and interests relate to job and lifestyle			
3. Identified short-term goals			
4. Described ways to improve self-confidence			

Satisfactory -- should move on ☐

Should repeat this unit ☐

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • APPLYING INFORMATION



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
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IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



INTRODUCTION

In Unit Six, you learned something about your personal strengths and weaknesses. In this unit, you will use that information to help you learn about your employability skills. You will also learn where to find more information about careers and how to look for work.

UNIT OBJECTIVE

After you complete this unit, you will be able to list some of your employability skills, know where and how to find a job, and list some jobs that fit your skills.

After you complete this unit, you should be able to:

1. Make a list of your employability skills.
2. Tell where to find more information about your skills and interests.
3. Show how to use resources to find job leads.
4. List realistic job goals as they relate to your employability skills.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

1. **Ability** - a proven skill you have developed.
2. **Advancement** - the process of moving up to a higher position or rank in the workplace.
3. **Aptitude** - a natural, untrained capacity to learn or do a task or job.
4. **Commission** - a percentage of money taken in, usually through sales, that is given as a wage to an employee or salesperson.
5. **Employability** - the ability to be physically or mentally prepared for a job, the ability to meet the minimum needed skills for a job.
6. **Employability skills** - the skills you have now that could be used to meet the requirements for a job.
7. **Internship** - a job whose main purpose is to gain training or experience.
8. **Location** - the town, city or area where a job is located.
9. **Preparation** - the things done to make yourself ready (for a career).
10. **Reference** - a source you go to for information.
11. **Responsibility** - being in charge or having to answer for some task.
12. **Talent** - a better-than-average natural capacity (aptitude) to learn and do a task or job.
13. **Wages** - money paid to an employee at regular periods in time.

B. MAKING A CHECKLIST OF YOUR EMPLOYABILITY SKILLS

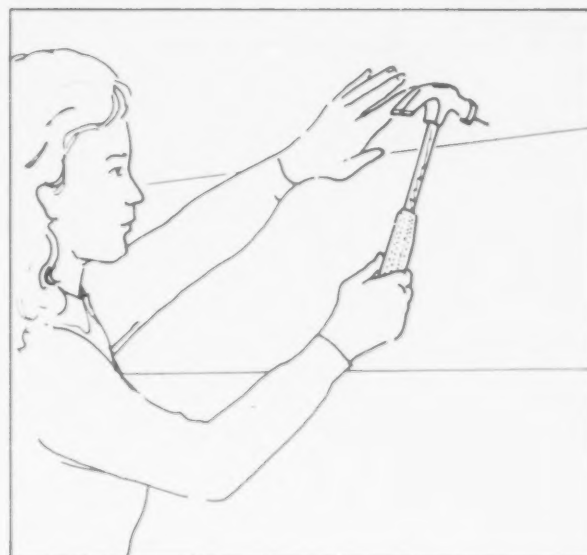
You need to learn what skills you have that might help you get the right job. To measure your skills, you must compare yourself to others so you can see what abilities and aptitudes you have. Having interest in a career is not always enough; often you need to be able to prove you can do the job better than someone else.

1. Aptitude, Talent and Ability

- a. Aptitude means "an untrained, natural capacity to learn or do a job or task." On any specific task, each of us has some aptitude.

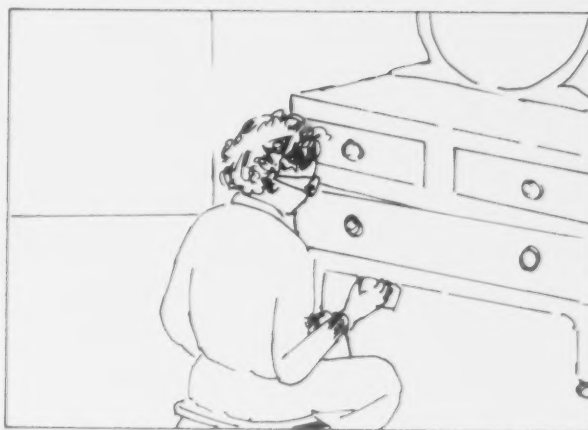
Aptitude can be measured. In other words, one person's aptitude at something may be greater than someone else's. For example, John and Steve are brothers who like to play football.

John is a good passer. His aptitude for throwing a football is better than Steve's. Steve, on the other hand, catches the ball well. His aptitude for catching is better than John's. John and Steve often tie when they race across their yard, so their aptitude for running is about equal.



- b. Talent means "a better-than-average natural capacity (aptitude) for learning or doing something."

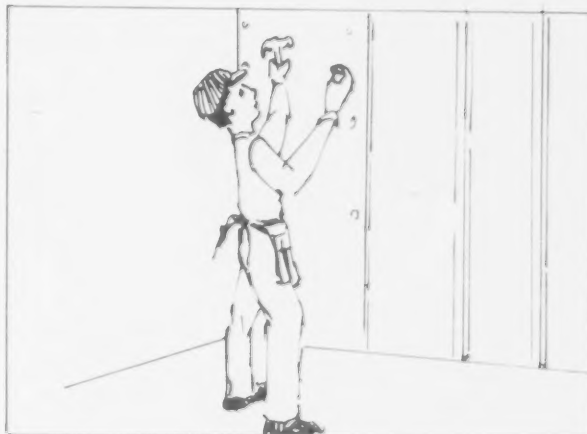
If you have talent for something, you are naturally good at it. Anne likes to refinish furniture. Her grandfather showed her how, and she started by refinishing an old dresser by herself. Her aptitude for furniture refinishing is very high, so it can be said that she has "talent."



- c. Ability means "a proven skill that has been developed through practice."

Having an ability means you can do a task well. You may have had aptitude for it, but you still had to learn the skill through practice or by doing it. An ability puts aptitude into action.

For example, Jason has been helping his father build houses for several years now. When he started, he could barely pound a nail straight, but now he has the ability to hang drywall and do basic carpentry.



2. Aptitudes: Mental, Physical and Social

Each person has his or her own aptitude for a task or skill. You need to learn the areas in which you have the most aptitude. There are three main areas of aptitude: (1)mental, (2)physical and (3)social.

- a. Mental Aptitudes include the natural capacity to use language, to do math and handle figures or to reason and solve problems.
- b. Physical Aptitudes include the natural capacity to use your fingers, to use your hands or to have good coordination and strength.
- c. Social Aptitudes include the natural capacity to lead and inspire others, to sell goods or services, to educate and explain things to others, or to organize events, people, or things.



Each of us has some aptitude in the physical and mental areas. If we didn't, we could not move or think.

3. Aptitudes, talents and abilities are all part of your employability skills. The employer will look at your aptitudes, talents and abilities before hiring you. Since the employer often has to guess more about your aptitudes than about your abilities, you should show the employer as many proven abilities as you can.



DO ACTIVITY SHEET 1

DO SKILL SHEET 1

APPLYING INFORMATION

ACTIVITY SHEET 1

The following are lists of skills or activities. Rate yourself in each of the skills/activities using the following codes:

VG - Very Good

G - Good

X - Little or no skill, but would like to learn how

Blank - No interest and no skill

I. Mental Aptitudes

1. _____ Following written directions
2. _____ Following spoken directions
3. _____ Using new words
4. _____ Doing crossword puzzles/ word games
5. _____ Using a dictionary, encyclopedia, etc..
6. _____ Spelling
7. _____ Using correct grammar
8. _____ Using correct punctuation
9. _____ Understanding/remembering what you read
10. _____ Reading quickly
11. _____ Keeping a diary
12. _____ Writing letters or reports
13. _____ Getting information over the phone
14. _____ Learning a new language

15. _____ Using a calculator
16. _____ Using a slide rule
17. _____ Using an adding machine
18. _____ Using a computer

19. _____ Using a ruler
20. _____ Using a scale
21. _____ Adding columns of figures
22. _____ Counting and sorting items
23. _____ Using a metric conversion chart
24. _____ Understanding statistics
25. _____ Figuring percentages
26. _____ Balancing a budget
27. _____ Balancing a checkbook
28. _____ Figuring out income taxes
29. _____ Reading graphs and charts
30. _____ Doing advanced math
31. _____ Counting calories
32. _____ Knowing accounting/book-keeping

33. _____ Good at arguing/debating
34. _____ Solving puzzles
35. _____ Designing buildings and landscapes
36. _____ Figuring out efficient procedures
37. _____ Organizing people and materials to work
38. _____ Solving mysteries
39. _____ Solving equations in math and science
40. _____ Good at detecting changes in people, or things

II. Physical Aptitudes

1. _____ Able to type well
2. _____ Able to take short-hand/ speed writing
3. _____ Able to put things together quickly
4. _____ Able to work an axe
5. _____ Able to work a post-hole digger
6. _____ Able to operate heavy machinery, such as a tractor, a
bull-dozer or a fork-lift
7. _____ Able to set up forms and pour concrete well
8. _____ Good at working with wood
9. _____ Good at working with piping

CORE EMPLOYMENT SKILLS
APPLYING INFORMATION

- 10. _____ Good at painting houses
- 11. _____ Able to work with dry-walling
- 12. _____ Good at playing a string-instrument
- 13. _____ Able to drive large equipment, or able to drive for long periods of time
- 14. _____ Able to put together machines or cars

III. Social Aptitudes

- 1. _____ Helping people who are ill or upset
- 2. _____ Teaching others new things
- 3. _____ Talking with people you don't know
- 4. _____ Selling a product or service
- 5. _____ Listening to others' problems
- 6. _____ Speaking to groups of people
- 7. _____ Dealing with emergencies
- 8. _____ Figuring other people out
- 9. _____ Helping the handicapped
- 10. _____ Taking a survey
- 11. _____ Remembering names
- 12. _____ Convincing/persuading others
- 13. _____ Organizing an event, party or games
- 14. _____ Keeping children amused
- 15. _____ Making friends
- 16. _____ Entertaining people
- 17. _____ Setting up fun activities
- 18. _____ Raising children
- 19. _____ Getting along with people you don't like
- 20. _____ Fund raising/political campaigning
- 21. _____ Explaining things clearly to others
- 22. _____ Running a meeting
- 23. _____ Using the telephone
- 24. _____ Supervising others
- 25. _____ Having visitors over

The Employability Checklist

Look at the three general areas of aptitude, and list those items you marked with a "V" (Very Good). These are your employability skills, that is, those things you do best. These are the things, along with your interests, from which you will decide what job or career would be best for you. Make your list here:

I. Mental Aptitudes:

- 1.
- 2.
- 3.
- 4.
- 5.

(Add more if you need to):

II. Physical Aptitudes

- 1.
- 2.
- 3.
- 4.
- 5.

(Add more if you need to):

III. Social Aptitudes:

- 1.
- 2.
- 3.
- 4.
- 5.

(Add more if you need to):

APPLYING INFORMATION

SKILL SHEET 1

Directions: Below are questions about identifying your aptitudes. Circle the correct answer for each of the following questions:

1. A talent is

- | | |
|---------------------------------------|--|
| a. a proven skill you have developed. | b. a better-than-average natural capacity for learning or doing a job or task. |
| c. a task you have completed. | d. a training program. |

2. An ability is

- | | |
|--|---|
| a. a proven skill you have developed. | b. a better-than-average natural capacity for learning and doing a job or task. |
| c. an untrained, natural capacity to learn and do a job or task. | d. a task you have completed. |

3. An aptitude is

- | | |
|--|-------------------------------|
| a. a proven skill you have developed. | b. a task you have completed. |
| c. an untrained, natural capacity to learn and do a job or task. | d. a training program. |

4. A mental aptitude might include

- | | |
|--|--|
| a. the ability to use an axe well. | b. the ability to make friends easily. |
| c. the ability to figure out word problems in your head. | d. the ability to sell a product or service. |

5. A social aptitude might include

- | | |
|--|---|
| a. the ability to teach or explain things well. | b. the ability to use your fingers quickly. |
| c. the ability to figure out word problems in your head. | d. the ability to run a fork-lift. |

6. A physical aptitude might include

- | | |
|--|--|
| a. the ability to sell a product or service. | b. the ability to make friends easily. |
| c. the ability to move your fingers quickly. | d. the ability to figure out word problems in your head. |

APPLYING INFORMATION

ACTIVITY SHEET 2

Directions: Below is a list of careers. Decide what type of aptitudes each job requires. You may not know what the name of the job means. If so, ask your teacher. When you are finished, you will discuss your answers in class.

Occupation	Mental	Physical	Social
1. Bank Teller			
2. Teacher			
3. Carpenter			
4. Dentist			
5. Auto Mechanic			
6. Bricklayer			
7. Salesman			
8. Grocery Clerk			
9. Cook			
10. Truck Driver			
11. Police Officer			
12. Welder			
13. Secretary			
14. Surgeon			
15. Butcher			
16. Groundskeeper			
17. Airline Pilot			
18. Forest Ranger			
19. Animal Trainer			
20. Psychiatrist			

C. TELLING WHERE TO FIND MORE INFORMATION ABOUT YOUR EMPLOYABILITY SKILLS AND JOB INTERESTS.

How do you learn more about your skills and how they fit specific careers?

1. Ask your school's counselor or guidance office.
2. Ask the local state employment agency.
3. Look in your school or public library for books on careers. Two good books are:



- a. The Occupational Outlook Handbook, which lists about 700 different careers.
- b. The Dictionary of Occupational Titles, which lists more than 22,000 different jobs.



4. Ask people who have jobs that interest you. Ask friends, family and people they know about their jobs. If their job sounds interesting, ask how they prepared for it, what tasks they do, etc.
5. Get experience, if possible. A part-time job or internship in a field that interests you will teach you a lot about a career.



6. To get a clear picture of a career, ask about the following:

- a. Preparation. What skills, schooling or experience do you need for the job?
- b. Wages. How much money will you earn at first? In five years, ten years, twenty years, etc.? Will it be enough to support you?
- c. Advancement. In the future, will you be able to move up to a job with more authority, more responsibility, more freedom, etc.?
- d. Location. Will you need to move to another city? Will you need to move often?
- e. Personality. Does the job suit your personality? Does it suit the pace at which you like to work?
- f. The Future. Will your job be needed in the future? Is there a good chance it will disappear with changes in technology?



DO SKILL SHEET 2

APPLYING INFORMATION

SKILL SHEET 2

Directions: Circle the best answer among the choices below each answer.

1. A book that lists information about careers is
 - a. The Bible.
 - b. The Guinness Book of World Records.
 - c. The Occupational Outlook Handbook.
 - d. Huckleberry Finn.

2. Another book that lists information about careers is
 - a. War and Peace.
 - b. The Bible.
 - c. Tom Jones.
 - d. The Dictionary of Occupational Titles.

3. What should you look for when choosing a career?
 - a. preparation, wages and advancement
 - b. location, personality and the future
 - c. both a and c
 - d. none of the above

D. SHOWING HOW TO USE RESOURCES TO FIND JOB LEADS.

Once you get an idea of what you want to do, the next step is to go out and get it. You need to learn how to use common references to look for a job.

1. **The "Help Wanted" (classified) ads.**

A good place to begin is the newspaper's Employment section. It is a good idea to read the employment section from time to time so you know what is going on in the job market.

A "help wanted" ad will usually include:

- a. The kind of job that is open.
- b. The special skills or training you need for the job.
- c. Where to apply for the job.
- d. How to apply for the job. You may have to apply in person, over the phone, by mail or through the newspaper.
- e. When to apply.
- f. To whom to apply.

Dental Assistant for a health-centered dental staff. Professional attitudes and benefits. Previous experience necessary. Send resume and salary requirements to:

Box 129
c/o Daily Star
1006 Broadway



2. **Employment agencies.** Another good place to look for a job is a local public, or possibly private, employment agency. These agencies should be listed in your phone book.

Employment agencies connect people with company or government jobs. The public employment agency shouldn't cost money, but private employment agencies usually do.



3. **Friends, family and other people you know.** Another good way to find a job is through "word of mouth." In other words, ask your friends, family, neighbors and other people if they know of any jobs that are available. Often a good word from a friend can get you an interview with an employer.



4. **Meet with someone at the place you want to work for.** Tell them you would like to talk about a career in the field. If you impress the person you talk to, the company may find a job for you. Sometimes you can find out about a job before it gets listed in the newspaper.



APPLYING INFORMATION

ACTIVITY SHEET 3

Directions: In this section, you have learned four ways to find a job lead. Now you must show you know how to find job openings.

1. Look for a job in the "help wanted" ads. Choose one position that is listed. Write down the information given. Find out where, when, how and to whom you need to apply. Write down any special skills you need for the job.
2. Ask a friend or family member if he or she knows about a job opening. Keep asking people until you find a job that is open. Find out where, when, how and to whom to apply. Find out any special skills you need for the job.
3. Go to an employment agency and choose a job that is available. Get all of the information you need to apply for the job before you leave.
4. Choose a job you think you might be interested in. Phone a company or agency that does that sort of work. Ask if you can meet with someone to talk about a career in the company's field. Make an appointment and meet with the person. Ask what someone with his or her job does. Ask what training, schooling and experience you would need for the career.

E. LISTING REALISTIC JOB GOALS AS THEY RELATE TO YOUR EMPLOYABILITY SKILLS.

In this section, you will work through several activity sheets that will help you form some specific job goals. You will need to decide upon a job you would like to have. Activity Sheet Five helps you prepare for choosing a job. Activity Sheet Six helps you list your needs. Activity Sheet Seven helps you list your career goals and helps you see if they are realistic for you.

DO ACTIVITY SHEETS 4, 5, 6 AND 7

APPLYING INFORMATION

ACTIVITY SHEET 4

Directions: Answer the following questions to prepare for choosing a job:

1. What jobs have I done?

2. What training/education do I have?

3. What skills do I have?

4. What tools or equipment do I know how to use?

5. What activities have I done successfully?
6. What do I do best?
7. What things have others said I am good at?
8. What activities do I really enjoy?
9. What activities or situations do I dislike or want to avoid?

APPLYING INFORMATION

ACTIVITY SHEET 5

Directions: This activity is a checklist of personal and professional needs you should satisfy with your job. Fill in the blank, or put a check, beside the items that are personally true for you. If you don't know what a term means, ask your teacher.

1. The minimum salary for which I could work and meet my needs is: _____ (If you don't know, discuss it with your teacher.)
2. I must work within: a short walking distance of my house _____
a short driving distance _____ a longer driving distance _____
near public transportation _____.
3. I cannot relocate. _____ I can move to another city in my state. _____
I can move to another state. _____
4. I must work between the hours of _____ and _____.
5. I can only work on the following days: Monday _____ Tuesday _____
Wednesday _____ Thursday _____ Friday _____ Saturday _____ Sunday _____.
6. I am free to work nights: occasionally _____ frequently _____ never _____.
7. I can be away from home overnight: occasionally _____ frequently _____
never _____.
8. If I must travel, I can use a car: occasionally _____ frequently _____
never _____.
9. I need a job that is guaranteed to last at least: one month _____ six months _____
one year _____ more than one year _____.
10. I am more interested in: the amount of money I make _____ the excitement of my work _____
a good chance of advancement at work _____.
11. I must have a guaranteed monthly income _____. I can work on commission _____.

12. I do my best work in the: morning___ evening___ afternoon___ anytime___.
13. I enjoy working where there is: little or no pressure___ pressure most of the time___ a medium amount of pressure___.
14. I am happiest when I am working: indoors___ outdoors___ a little of both___.
15. I want to work: in the city___ in a small town___.
16. Most of the time, I like to work when it is: quiet___ noisy___.
17. I like my workplace to be: busy___ slow___.
18. I like a workplace that is: tightly organized___ loosely organized___.
19. I like to work: with other people___ by myself___ either with other people or by myself___.
20. I enjoy doing: the same tasks most of the time___ something different most of the time___.
21. I enjoy: giving directions___ taking directions___.
22. I enjoy: being self-employed___ being an employee___.
23. I enjoy working for: a large company___ a small company___.
24. I like to do things at: a fast pace___ a slow pace___.
25. I like to do: careful, precise work___ work that can be done casually___.
26. I like a schedule that is: rigid___ flexible___.
27. I consider myself: self-disciplined___ carefree___.
28. When trying to figure something out, I depend on: my feelings___ my intellect and reason___.
29. I remember things best after I have: seen them done___ heard them described___ done them for myself___.
30. I consider myself mainly: a reader___ a listener___ a talker___.
31. I feel most comfortable around: children___ older people___ people my own age___ men___ women___ animals___.

APPLYING INFORMATION

ACTIVITY SHEET 6

Directions: Now you need to decide what specific job or jobs you would like to have. (Remember: You are not bound to this decision for the rest of your life. Simply choose one you think you are interested in for now.) The following activity will help you decide if you have chosen well and whether you should think about changing your mind.

Begin by choosing the job: _____

Name five things that would be important to you in a job (job goals). You might get ideas from the answers you gave in the two previous activities.

1. _____
2. _____
3. _____
4. _____
5. _____

Now decide, by putting an "x" under "poor," "good" or "excellent," whether the goals above match the job you chose. Decide whether the chances of the statement being true are "poor," "good" or "excellent":

1. The wages paid in this job will allow me to live the lifestyle I want.
2. The values required by the job are the same as mine.
3. The things I will do in the job are things I like to do.

Poor	Good	Excellent

4. The things I won't have to do in the job are the things I don't like to do.
5. The aptitudes required by the job match my own.
6. The job's needs for working with data, things or people match what I like to work with.
7. The personality traits needed for the job match my own.
8. The education or training needed for the job match my own.
9. The opportunities the job offers will satisfy my goals.

Poor	Good	Excellent

Scoring

- A. Count the number of "x's" in the POOR, GOOD and EXCELLENT columns and enter the totals in the spaces provided.
- B. Multiply the number of "x's" under POOR by 1, the number of "x's" under GOOD by 3 and the number of "x's" under EXCELLENT by 5.
- C. Add the scores for POOR, GOOD and EXCELLENT together.
- D. Put an "X" where your score is located on the number line below.
- E. The closer your score is to the lower end of the scale (9), the less likely you are to be successful in this job.
- F. The closer your score is to the higher end of the scale (45), the more likely you are to be successful at this job.
- G. If you still feel you want this career, but you have a low score, you will need to change your score or your thinking to make the POOR scores GOOD or EXCELLENT.

POOR _____ x 1 = _____

GOOD _____ x 3 = _____

EXCELLENT _____ x 5 = _____

Total Score _____

9----15----20----25----30----35----40----45

APPLYING INFORMATION

ACTIVITY SHEET 7

Directions: This activity tests your knowledge of the career you have chosen. The purpose is to see (1) how much you really know about what you want to do and (2) whether your opinions about the career are correct. Answer the following 18 statements about your career. On the line, mark a "1" for never, a "2" for once, a "3" for several times and a "4" for many times.

How often during the past twelve months have you:

1. _____ Talked about the job or career with relatives or friends.
2. _____ Talked about the job or career with people employed in that job or career.
3. _____ Talked about the job or career with counselors or instructors.
4. _____ Read about the job or career.
5. _____ Watched activities in the job or career.
6. _____ Tried out activities related to the job or career.
7. _____ Worked in this job or career field.
8. _____ Thought about racial, sexual or other biases that may exist in the job or career field.
9. _____ Thought about what you need to do to prepare for the job or career.
10. _____ Asked about the range of pay for the job or career.
11. _____ Asked about the level of schooling or type of training you need to enter the job or career.
12. _____ Thought about how to apply the training program or educational program to the job or career field.
13. _____ Asked about the demand for employees in this job or career.
14. _____ Thought about the lifestyle you would have in this job or career (i.e., money, working conditions, hours).

15. _____ Thought about how well the job or career matches your interests and abilities.
16. _____ Thought about where you live or want to live and whether the job or career is available there.
17. _____ Thought about the kind of transportation you will use to get to this job or career.
18. _____ Thought about whether this job will be available in five or ten years.

Scoring

I had _____ number of 1's multiplied together = _____

I had _____ number of 2's multiplied together = _____

I had _____ number of 3's multiplied together = _____

I had _____ number of 4's multiplied together = _____

Total: _____

If you had a score between 55 and 72: You know a lot about this career or job.

If you had a score between 37 and 54: You know something about this career or job, but should continue to look into it.

If you had a score between 19 and 36: You don't know much about this job or career. You must find out if you've made the right choice.

If you had a score between 1 and 18: You know very little about the job. You must learn more to know what you're getting into.

APPLYING INFORMATION

UNIT REVIEW

1. A person's natural, untrained capacity to learn and do a task or job is known as his or her
 - a. aptitude.
 - b. ability.
 - c. employability.
 - d. talent.
2. A proven skill you've developed is known as a(n)
 - a. aptitude.
 - b. ability.
 - c. employability.
 - d. talent.
3. A better than average natural capacity to learn and do a task or job is known as
 - a. aptitude.
 - b. ability.
 - c. employability.
 - d. talent.
4. To gather information about job interests, you could try
 - a. talking to friends and family.
 - b. library research.
 - c. job experience.
 - d. all of the above
5. A public employment agency is different from a private agency in what way?
 - a. A private agency has lines.
 - b. A public agency doesn't longer charge a fee.
 - c. A private agency always has twice as many listings.
 - d. A private agency only handles unskilled jobs.

CORE EMPLOYMENT SKILLS
APPLYING INFORMATION

APPLYING INFORMATION
PERFORMANCE CHECKLIST

Student _____ successfully performed the following tasks:

	Yes	No	Comments
1. Made a list of his or her employability skills			
2. Told where to find more information about his or her skills and interests			
3. Showed how to use resources to find job leads			
4. Listed realistic job goals as they related to his or her employability skills			

Satisfactory - should move on ☐

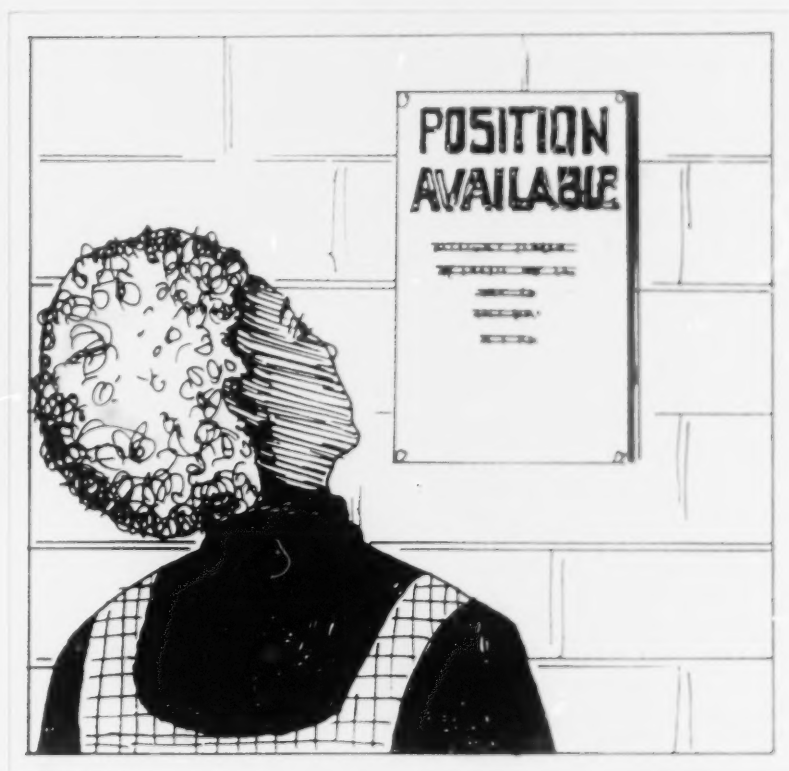
Should repeat this unit ☐

Student's Signature/Date

Instructor's Signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • THE JOB INTERVIEW



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
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IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



THE JOB INTERVIEW

INTRODUCTION

Your interview is often the deciding factor in whether you get a job. The ability to interview is a skill. You can learn how to do it like other job skills. It just takes practice and information.

You need to learn about the job you are applying for, the legal rights of you and your possible employer, and the way to prepare and present yourself in an interview.

UNIT OBJECTIVE

After you complete this unit, you should be able to show basic interview skills, show how to talk about yourself and your qualifications for a job, and show that you know about the legal rights of you and the employer.

SPECIFIC OBJECTIVES:

After you complete this unit, you should be able to:

1. Tell how to prepare for an interview and what to ask the interviewer.
2. Discuss yourself and your background.
3. Discuss job interview techniques.
4. Discuss some of your legal rights.
5. Discuss some of your employer's legal rights.
6. Show how to answer an interviewer's questions in an appropriate way.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

1. **Advantage(s)** - something that gives a person or thing a favorable position; some reason that makes one person a better choice for an employer than another person.
2. **Applicant** - someone who asks for a job, someone who is being interviewed for a job.
3. **Confidence** - a firm belief or feeling of certainty, especially a belief in one's own abilities.
4. **Contribution** - something that is given or provided for the common good of a group, team or company.
5. **Credit rating** - a judgment, made by a financial firm, as to whether the risk of giving credit to a person or business is worth it.
6. **Desperate** - having both a great desire for something (a job) and little hope of success.
7. **Discrimination** - to show partiality or prejudice for one person (a job applicant) or thing over another.
8. **Felony** - a major crime (murder, rape, etc.).
9. **Open-ended question** - a question with no set choices for answers, a question that can be answered any way the answerer chooses.
10. **Personnel director** - a person who heads the department that screens applicants for a company.

11. **Prepared** - ready for a specific purpose or situation (a job interview).
12. **Qualifications** - the necessary qualities, skills, bits of knowledge, experience, etc. that make a person fit for a job.
13. **Resume** - a piece of paper that sums up a person's qualifications for employment, that sums up his or her training and experience, etc.

B. GETTING PREPARED

Being prepared means being ready. In the same way you study or prepare for a test, you must study or prepare for an interview. The most useful tool you can take to the job interview is information. You need information about the job and yourself.

1. Do some homework. Find out all you can about the job and the company. Talk to people who work or have worked for the company. Talk to your school guidance counselor. Look up information about the company in the library (if it's a big enough company).



Doing your homework will help you (1)be calmer, (2)ask good questions at the interview and (3)learn whether the job fits your needs and goals. Interviewers are impressed when someone they interview has done his or her homework.



Make sure you think about who you get information from. Someone who works at the company may not want to say anything bad about it. A person who used to work for the company may still be angry with it and is more likely to say bad things about it.



2. Know yourself. Do you have the skills or training needed to do the job? When an employer interviews someone for a job, the company knows what skills a worker needs.

a. If you found out about the job through an:

(1)ad, it should list what skills are needed.

(2)employment agency, the agency should know what skills are needed.

(3)from someone else, you may need to call the company to ask about the needed skills.



b. Make a list of your skills and achievements (see Unit 7). List specific skills or things you have done and talk about some of them during the interview.



c. Think of what you can do for the employer. You must think of yourself as a product you are trying to sell. You must show the employer that it would be to his or her advantage to hire you. How will his or her company be better off by hiring you? What advantages do you offer?

3. No job is perfect. Think about the good and bad things about the job.

- a. Think about where this job might take your career. Will it lead you to something better?

You may want to accept a job in which you can make money while you look for a better job. Or you may want to take a job that teaches you skills you will need in a later job.



4. Think about how you look (see Unit 5). Wear conservative clothing. Make sure your body, teeth and breath are clean. Don't chew gum or tobacco. Don't smoke.

5. When doing your homework for the interview, think up questions you can ask about the company. Ask questions that show you did some homework. For example, rather than asking, "Will I have to move?," say, "My research shows that you have 15 regional offices around the country. Will I need to move between them often?"



6. Find out when the company will contact you about its decision.
7. If you are interviewing with a personnel director, you might suggest that you would like to meet to discuss the job more fully with the job's supervisor.
8. You will need to know what the job's salary is. Although the salary may be given in the first interview or the ad, it is usually talked about at a second meeting, when the job offer is made. Hourly wages are usually discussed during a first interview.
9. You will need to know about the job's benefits. What hours will you work? Will you get:

- (1) insurance?
- (2) breaks?
- (3) a lunch hour?
- (4) free food?
- (5) clothing discounts?
- (6) paid mileage?
- (7) raises?
- (8) promotions?
- (9) sick days?
- (10) vacation days?
- (11) paid holidays?



DO SKILL SHEET 1

DO ACTIVITY SHEET 1

THE JOB INTERVIEW

SKILL SHEET 1

Directions: Pretend you are preparing for an interview. Write down ten questions you would like to ask the interviewer about the job.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8.

9.

10.

THE JOB INTERVIEW

ACTIVITY SHEET 1

Directions: The best way to feel comfortable talking about yourself is to practice.

Talk with a friend or classmate. Tell something about yourself that you have never told this person before. Some things you could say might include:

an accomplishment from your childhood

an event in which you took part (a relay race in 5th grade, a spelling bee or another contest)

a project you helped make work (selling Girl Scout cookies, a bake sale for little league, a paper or aluminum can drive or a lemonade stand)

Your listener will tell you whether you sounded like you were bragging or embarrassed. Then tell the story to someone else. Continue practicing until you can tell the story without being embarrassed or bragging.

C. THE DAY OF THE INTERVIEW

1. DON'T be late. Arrive 5 to 10 minutes ahead of time.

- a. Make sure you know where the interview will take place. Call and ask for the address and how to get there.
- b. If you don't know how long it will take to get to the interview, try going there a day or so ahead of time to see how long it takes.
- c. Make sure you bring a pen, a portfolio and anything else the employer asks for.



2. When you arrive, check in with the receptionist (secretary).

- a. Give your full name. Tell what time your interview is scheduled for and, if possible, who you are supposed to see.
- b. If you are wearing an overcoat, take it off. Put it on a coat rack, in a closet or over the back of a chair.

3. The interviewer may come to get you, or the secretary may tell you where to find the interviewer's office. When you meet the interviewer(s), greet him or her (them) standing.

Give the interviewer(s) a smile and firm handshake. Make eye contact with the interviewer(s). It is natural to be nervous, but try not to be frightened.



- a. Don't bring anyone with you.
- b. Don't sit down until the interviewer asks you to. Move your chair so you can make eye contact easily.
- c. Try to be friendly, but formal, as if you were at a nice restaurant with the parents of a friend.
- d. Make sure your body language is positive. (See Unit 4.) Smile, don't cross your arms, lean slightly forward, etc.
- e. Speak clearly and get to the point. Don't ramble.
- f. Avoid one word answers. They make you look unprepared.

CORE EMPLOYMENT SKILLS
THE JOB INTERVIEW

- g. Don't be afraid of silent moments during the interview. Keeping silent sometimes shows you are not afraid of tense situations.
- h. Notice the interviewer's reactions. Try to steer the conversation away from your weak areas and toward areas in which he or she seems to react more positively.
- i. If an interruption occurs, don't fidget. (Don't drum your fingers, swing your legs, adjust your clothing, crack your knuckles, play with your hair or handle anything on the interviewer's desk).
- j. Don't stand when someone enters the room unless you are being introduced.
- k. If the interviewer receives a phone call, say quietly that you can leave the room if he or she needs privacy.
- l. Don't interrupt the interviewer while he or she is reading your resume. He or she will ask for more information if it is needed.



- m. Show respect, but don't flatter the interviewer too much. Use the interviewer's last name (Mr. or Ms. Jones) unless you are asked to use his or her first name.

- n. Don't swear or use slang, even if the interviewer does. Avoid saying, "um", "you know" and "well."



4. How should you answer questions?

- a. The interviewer often tries to ask open-ended questions. An open-ended question is one that requires more than a "yes" or "no" answer.



- b. When asked about your qualifications, use examples, but don't brag. Tell what others have said about your work or abilities. Describe yourself in positive terms. But be honest.

- c. Experience is a selling point with employers. The interviewer wants to see proof that you can handle the job. Suggest ways you might be able to contribute to the business or company.



CORE EMPLOYMENT SKILLS
THE JOB INTERVIEW

- d. You may be asked about something on your resume that doesn't look good. If so, answer honestly and move on to something else. Try not to give negative information, but don't lie.
- e. If the interviewer asks a question you feel is too personal, politely say so and don't answer it.
- f. Do not act desperate, no matter how desperately you need or want the job. No one will hire you out of pity.
- g. Take notes after the interview to jog your memory of what happened.



5. Afterward, write a brief letter

- (1) thanking the interviewer for spending time with you,
- (2) pointing out one or two reasons why you would be a good person to hire and
- (3) letting the employer know you hope to hear from him or her soon.



6. If you find the job is not for you, be nice about it.

- a. Before the interview, you can call to thank the employer for his or her time and say you don't think the job is right for you.
- b. Perhaps the best way to decline is to wait a day or two after the interview. Then call or write a letter saying you don't want to be considered for the job any longer.



7. If you want the job, you can accept it when they offer it, or you can say you would like to think about it. If you say you want to think about it, call back as soon as you can -- later that day, if possible. Don't take too long, or the company may find someone else.



8. An interview can always be a success, even if you decide you don't want -- or don't get -- the job. Every interview is good practice for the next one.

9. When someone is not hired after an interview, there is usually a problem in one of the five areas below.

a. Appearance. The applicant may have

- (1) shown poor grooming habits or bad manners,
- (2) been late,
- (3) forgotten to thank the interviewer
- (4) been sloppy on the application form
- (5) shown a lack of eagerness or goals or
- (6) may have made bad remarks about past employers or family.



b. School record. The applicant may have had

- (1) poor grades or attendance
- (2) too many fights or suspensions on his or her record,
- (3) shown a dislike for schoolwork or
- (4) no school activities.

c. Lack of knowledge or experience.

- d. Lack of interest in the company. The applicant may have asked no questions about the job or wanted a job for only a short period of time.
- e. Lack of interest in the community. He or she may not have been involved in any outside activities.

NOTE: Although employers have given these five areas as common reasons applicants are not hired, usually only one person can get the job. If you are not hired, IT IS OFTEN NOT YOUR FAULT. There may be many other people trying for the job, and many of them may be more qualified than you.

DO SKILL SHEET 2

DO ACTIVITY SHEET 2

THE JOB INTERVIEW

SKILL SHEET 2

Directions: Put a check beside those items that might cause an employer not to hire the person being interviewed.

The person being interviewed:

- ☐ 1. is neatly dressed and well-groomed.
- ☐ 2. gives a limp handshake.
- ☐ 3. lies to the interviewer.
- ☐ 4. fills out the application form neatly.
- ☐ 5. is rude to the interviewer.
- ☐ 6. answers questions with only a "yes" or "no."
- ☐ 7. fidgets and bites his or her nails.
- ☐ 8. writes a thank-you note.
- ☐ 9. doesn't answer questions directly.
- ☐ 10. interrupts the interviewer nine times.

THE JOB INTERVIEW
ACTIVITY SHEET 2

Directions: Mary Beth Jones interviewed for a job as a secretary at Shots Are Us, a local doctors' clinic, on Thursday, April 20. Her interviewer's name was Ms. Theresa Smith, who is the receptionist. Write a thank-you note to Ms. Smith for Mary Beth Jones.

On a separate sheet of paper, use the following format for the letter:

123 Main Street <---- (Mary Beth's address)
Anyplace, MO 65201

April 20, 19__ <---- (Date of interview or one day later,
Your year)

Ms. Theresa Smith
Shots Are Us
Suite 301, Physicians' Building
Anyplace MO 65201

Dear Ms. Smith:

(Start writing the main body of the letter here.....)

(End the main body of the letter.)

Sincerely,

Mary Beth Jones

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D. ANSWERING QUESTIONS

The heart of a job interview is questions, whether you or the interviewer does the asking. By law, there are some questions an employer can ask, and some an employer cannot ask. Employers can ask:

1. **If you are a U.S. citizen.** The law says an employer must make sure new employees are U.S. citizens.
2. **Whether you have ever worked for the company before under any other name.** (But the employer cannot ask what past names you have had, including maiden names.)
3. **Your age if it is important for the job,** as in the case of serving liquor. You can be asked if you are past retirement age (but you cannot be asked your exact age, only if you are under or over an age limit.)
4. **Whether you have ever been convicted of a felony** (a major crime).
5. **Your sex** (on an employment application). A question that gives a choice of "Male/Female" is fair, but one that gives a choice of "Mr./Miss/Ms./Mrs." can be unfair.



6. How long you plan to stay in the community or how often you plan to be absent (as long as both men and women are asked).

An employer cannot legally ask about:

1. race, color, religion or national origin.
2. name changes.
3. your exact age.
4. your police record.
5. your credit rating or financial history.
6. "personal information" (whether you are married or engaged, "involved with" or "seeing someone").
7. your medical history, including questions that ask about pregnancy. (Companies cannot refuse to hire a woman solely because she is pregnant.)
8. your connection with any groups that show your class in society, sex, race, national origin, marital status (single or married), religion or political beliefs.



DO SKILL SHEET 3

THE JOB INTERVIEW

SKILL SHEET 3

Directions: You are being interviewed. The interviewer asks the following questions. Put an "L" beside the questions that are legal and an "I" beside the questions that are illegal.

- ___ 1. Do you plan to be pregnant in the future?
- ___ 2. Are you a U.S. citizen?
- ___ 3. What special skills do you have that qualify you for this job?
- ___ 4. Do you have a police record?
- ___ 5. Have you ever been convicted of a felony (major crime)?
- ___ 6. Are you married or engaged?
- ___ 7. Do you have a good credit rating?
- ___ 8. Are you older than age 21?
- ___ 9. Have you ever worked for this company under a different name?
- ___ 10. What is your name?
- ___ 11. Where did you go to school? .
- ___ 12. Have you ever had trouble paying your bills?

- ___ 13. Where were you last employed?
- ___ 14. What religious holidays do you observe?
- ___ 15. Why do you want to work for us?

E. HANDLING A QUESTION THAT MAKES YOU UNCOMFORTABLE

1. If you think a question is illegal or too personal, you must be careful. It's hard to know when a question, such as, "Are you married?" is just a way to get to know you better or an invasion into your personal life.

In any case, do not get up and shout "YOU CAN'T ASK ME THAT! THAT'S ILLEGAL!" Such an outburst could give the interviewer a good reason not to hire you.

Even if a question is illegal, it is often best to answer it anyway.

2. Try to figure out why the interviewer wants to know the information.

Why did the employer ask the question. Did he or she ask the question to use the information against you or just to know you better?



3. No matter what the interviewer is trying to do, the way you answer will display your personality. Think about the image you want to give. You want to seem business-like, but you also want to show a good personality. The way you answer should reflect this.
4. When answering any question, take time to think. Pause and put your thoughts together.
5. If you do not understand something, ask the interviewer to explain. But do not interrupt. Ask after he or she has finished speaking.



DO ACTIVITY SHEETS 3, 4 AND 5

THE JOB INTERVIEW
ACTIVITY SHEET 3

Directions: With a classmate, take turns playing the roles of interviewer and person being interviewed. The teacher will videotape the interviews so you can study and discuss the body language being used, what was said, etc.

If you do not have previous job experience to talk about, talk about school experiences and less formal work experiences such as mowing a lawn, babysitting, doing a paper route or a lemonade stand.

Have the interviewer ask all kinds of questions, including tough questions. Practice thinking up polite, but firm, ways to answer tough questions well.

Have your friend ask a question that is too personal but friendly. Then have him or her ask a question that is illegal and discriminatory (unfairly biased). Learn how you feel when you get the friendly question and when you get the unfair question. Notice the difference between the two. For example:

Question: It says on your job application that you have a fatal disease. How much work do you think you'll have to miss to see your doctors?

Answer: Although I'm sure you didn't mean it, I feel that question was stated unfairly, and I really shouldn't have to answer it. However, I understand your concern. Let me say this: I have only had to miss one hour of school during the last nine weeks to visit my doctor. Should more time be needed, I can always schedule visits to the doctor during my lunch hour.

(over)

Have someone interrupt the interview.

When the interview is over, discuss the interview with your teacher and/or the class.

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THE JOB INTERVIEW

ACTIVITY SHEET 4

Directions: With a classmate, take turns playing the roles of interviewer and person being interviewed. Use the following different situations:

Situation 1: You are interviewing for a job for which you meet all the qualifications.

Situation 2: You are interviewing for a job for which you only meet some of the qualifications, but you feel certain you can perform the job well.

Situation 3: You are interviewing for a job for which you are overqualified (have more qualifications than the job needs), but you still want the job.

Situation 4: You are interviewing for a job you discover you do not want.

THE JOB INTERVIEW
ACTIVITY SHEET 5

Directions: Pretend you are being interviewed. The interviewer asks you the following questions. You must answer in a way that will make the interviewer want to hire you. Answer the questions by writing, speaking into a tape recorder, or speaking directly to your teacher. Your teacher will decide if you got the job or not and will give you suggestions. Use a separate sheet of paper if you need to.

1. What do you consider to be your greatest strength?

2. What do you consider to be your greatest weakness?

3. What do you want to do with your life?

4. What are some of your long-range and short-range goals?

5. Why should I hire you?

6. Why do you want this job?

7. What skills do you have that will help you in this job?

8. Which is more important to you: the salary or the job?

9. Do your school grades tell me anything important about you? If so, what do they tell me?

10. How do you think you can contribute to our company?

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THE JOB INTERVIEW

UNIT REVIEW

Directions: Put the following items in correct order.

1. Call ahead to ask directions to the interview.
 2. Shake the interviewer's hand and introduce yourself.
 3. Write a thank-you note.
 4. Answer questions in a clear, direct manner.
 5. Arrive on time.
 6. Do some research on the job.
 7. Dress appropriately.
 8. Find out about a job opening.
 9. Tell the receptionist you are here for an interview.
 10. Thank the interviewer for his or her time and shake his or her hand.
 11. Call the company and say you would like to apply for the job.
-

THE JOB INTERVIEW
PERFORMANCE CHECKLIST

Student _____ has successfully performed the following skills:

	Yes	No	Comments
1. Told how to prepare for an interview and what to ask the interviewer			
2. Discussed him/herself and his or her legal rights			
3. Discussed job interview techniques			
4. Discussed the interviewed person's legal rights			
5. Discussed the employer's legal rights			
6. Showed how to answer an interviewer's questions appropriately			

Satisfactory -- Should move on ☐

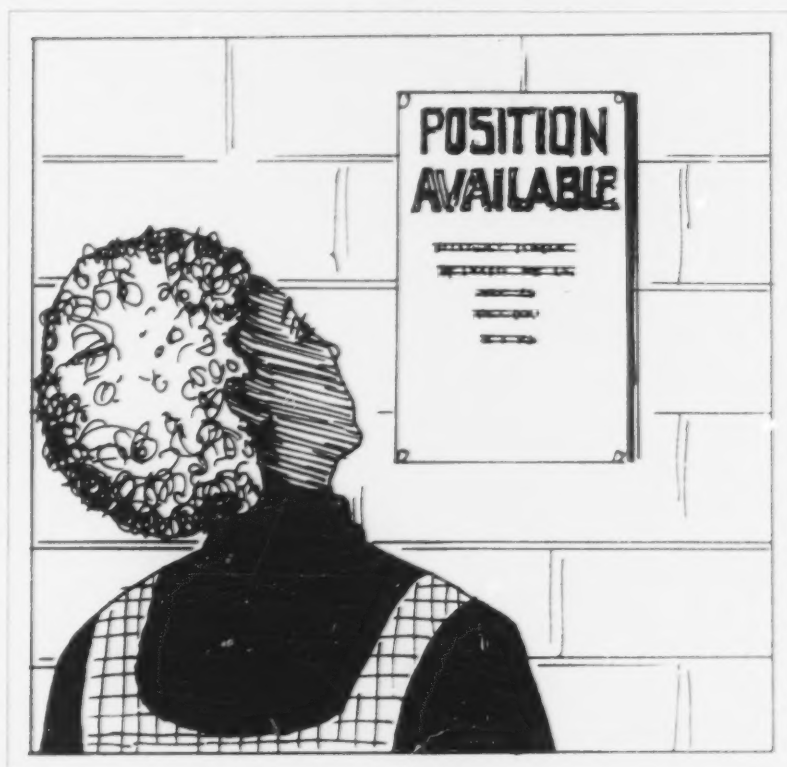
Should repeat this unit ☐

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • PAPERWORK



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
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IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



PAPERWORK

INTRODUCTION

When you apply for a job, you will have to face paperwork. You must be able to prepare a portfolio and complete a job application. You also need to understand the benefits a job offers and the deductions taken from your paycheck.

UNIT OBJECTIVE

After you complete this unit, you should be able to prepare a portfolio, complete a job application, list the benefits offered by a job and name at least five deductions taken from your paycheck.

SPECIFIC OBJECTIVES

1. Discuss the value of benefits.
2. Name at least five deductions that can be taken from your paycheck.
3. Complete a job application from a personal data sheet.
4. Tell how to prepare a portfolio.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

1. **Benefit** - Something an employer gives an employee over and above a salary to make a job worth more.
2. **Deductions** - Amounts of money taken out of a paycheck.
3. **Earnings statement** - A piece of paper, usually attached to a paycheck, that lists gross pay, net pay and deductions.
4. **Gross pay** - The amount of money paid to an employee before deductions are taken out.
5. **Insurance** - A deal that is made, usually between a person and an insurance company, in which the insurance company, for a fee, promises to cover costs due to accident, disaster, death, etc.
6. **Minimum wage** - The lowest wage allowed to be paid, as set by law.
7. **Net pay** - The amount of money taken home after deductions are taken out.
8. **Personal data card** - A small, handy card on which you list information from your resume or personal data sheet.
9. **Portfolio** - A folder that includes all the information you take with you to a job interview.
10. **References** - Names of people given to an employer so that he or she can find out more about a job applicant.
11. **Resume (or Personal Data Sheet)** - A sheet of paper that lists information about a job applicant.

12. **Retirement** - The time, usually age 65, when an employee withdraws from active duty in his or her profession.
13. **Salary** - A fixed, regular payment made to an employee in return for work.
14. **Social Security** - A national retirement plan that pays you a small amount of money after you retire.
15. **Wage** - A payment made to an employee on the basis of hours or days the employee has worked.

B. UNDERSTANDING THE VALUE OF BENEFITS

When you take a job, you expect to receive certain things in return for the work you do. You expect to be paid money, which is called a "salary" or "wage."

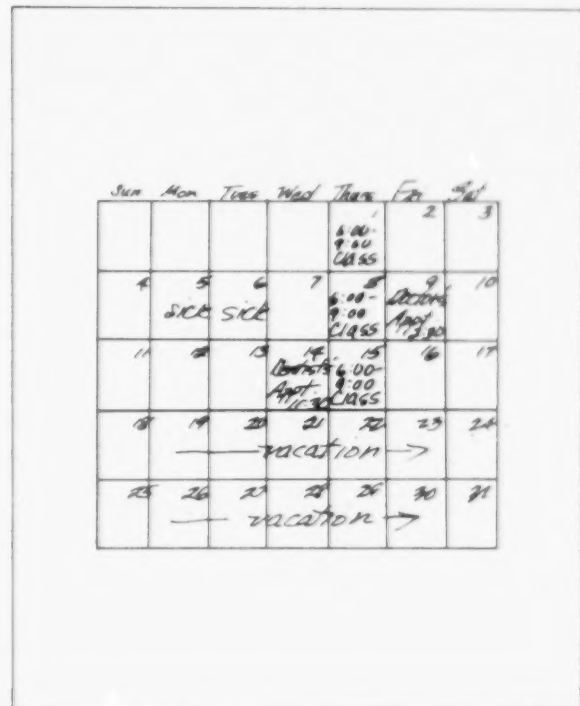
1. Some jobs offer only money for the work you do.

- a. In many jobs, such as jobs in fast food restaurants or in stores, you may only make the "minimum wage," which is set by law. It is the smallest amount a business can legally pay employees.



2. Other jobs, however, offer extra things beyond the money you earn. These extras are called "benefits" or "fringe benefits". Benefits come in many shapes and sizes.

- a. Your job may give you paid "sick days" or "vacation days."
- b. Your company may provide insurance, such as health, dental or life insurance.
- c. Your company may offer to pay for your training or further schooling.



- d. A job in a fast food restaurant may include **free meals**. A job in a department store may include **discounts**. A job delivering pizza may include payment for the **mileage and gas** you use.



2. An employer offers benefits in order to make a job worth more. For example, many people will not consider a job that does not provide a paid vacation, sick leave or health insurance. Without these benefits:

- a. If you are sick, you will not be paid for the time you miss.
- b. If you take a vacation, you will not earn any money during your vacation.
- c. If you have unexpected doctor bills, you must pay them yourself.

SUN	MON	TUE	WED	THUR	FRI	SAT
				6:00-9:00 class	2	3
4	NO PAY SICK		7	6:00-9:00 class	9	10
11				6:00-9:00 class	16	17
18				6:00-9:00 class	25	26
25				NO PAY vacation	30	31

3. Sometimes a job that pays less but offers more or better benefits is better than a job that pays more and offers fewer benefits.

DO SKILL SHEET 1

PAPERWORK
SKILL SHEET 1

Directions: Put a check beside those items below that could be considered benefits.

- ☐ 1. sick days with pay
- ☐ 2. overtime without pay
- ☐ 3. wages
- ☐ 4. health insurance
- ☐ 5. paid vacation days
- ☐ 6. employee discount
- ☐ 7. sick days without pay
- ☐ 8. life insurance
- ☐ 9. regular hourly wage + 1/2 for overtime
- ☐ 10. salary
- ☐ 11. dental insurance
- ☐ 12. paid training or schooling
- ☐ 13. vacation without pay
- ☐ 14. paid mileage
- ☐ 15. free meals

C. UNDERSTANDING DEDUCTIONS

"Deductions" are the amounts of money taken out of your paycheck.

1. The five most common deductions are:

- FEDERAL TAX
- STATE TAX
- SOCIAL SECURITY
- UNEMPLOYMENT TAX
- WORKER'S COMPENSATION

CURRENT TAXES				
FIT	FICA	DI	ST	LOCAL

UNION DUES

2. Depending on the job, these may also be deducted:

- UNION DUES
- SAVINGS DEPOSITS or IRA's
- CITY TAX

3. Jobs usually pay employees (1)once a week, (2)once every two weeks or (3)once a month. You may be paid a salary (for example, \$150 a week no matter how many hours you worked that week) or an hourly wage (\$4.00 an hour, for instance). The amount you actually get to take home will depend on the deductions that have been taken out.

PERIOD	ENDING DATE	CHECK DATE
WEEK 1		
WEEK 2		
WEEK 3		

4. WAGE EQUATION: GROSS PAY - DEDUCTIONS = NET PAY (Take-home pay)

- a. The **GROSS** pay is the amount you receive before deductions are taken out.

If you are paid \$150.00 a week, and you are paid each week, your gross pay would be \$150.00 a week.

If you are paid \$4.00 an hour and worked 40 hours in a week, your gross pay would be \$160.00 ($\$4.00 \times 40 = \$160.00$) that week.

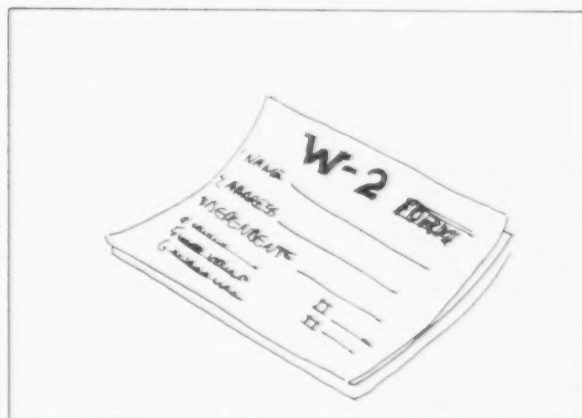
Weekly Gross
 $\$150.00 - \text{Deductions} = \text{Net Pay}$
(Take Home Pay)

40 hrs
 $\times \$4.00$
 $\$160.00 - \text{Deductions} = \text{Net Pay}$
(Take Home Pay)

- b. Once all deductions are taken out, you get **NET** pay. Net pay is the actual amount of money you take home. Net pay is left over after deductions have been taken out of Gross pay.

5. U. S. law requires all employees to pay **federal and state taxes**. State and federal governments use these taxes to pay for their programs.

- a. The amount of taxes deducted from your paycheck depends on the W-2 forms you complete when you start your job.



6. The law requires you to pay money to **Social Security**, which is deducted from each paycheck. Social Security is a national retirement fund.

a. You pay into the national Social Security fund during your working life. When you retire, the government pays this money back to you.



b. Social Security is paid to all citizens once they reach age 65, even if they have never held a job outside the home.

c. Social Security also provides income to families that lose a parent who earned most of the family's income.



DO SKILL SHEET 2

DO ACTIVITY SHEET 1

PAPERWORK
SKILL SHEET 2

Directions: Find the answer to the following problems.

1. Jackson has just finished his first week of work. Tomorrow is "pay day." Jackson makes \$5.00 an hour. He worked 38 hours this week. What will Jackson's gross wage for the week be?

Federal taxes of \$20.00, state taxes of \$10.00 and Social Security of \$5.00 will be deducted from Jackson's gross wage. What will Jackson's net wage for the week be?

2. Cassandra has just worked two regular 40-hour work weeks and two hours of overtime. Cassandra makes \$6.00 an hour as a factory worker, plus "time and a half" ($\$6.00 + \$3.00$ (\$3.00 is $1/2$ of \$6.00) = \$9.00) for overtime hours. She gets paid every two weeks. What will Cassandra's gross wage for the two-week pay period be?

Federal taxes of \$50.00, state taxes of \$30.00, Social Security of \$10.00 and an insurance payment of \$10.00 will be deducted from Cassandra's paycheck. What will Cassandra's net wage be?

3. Roberto works as a playground supervisor at a public school. His salary is \$400.00 a month. He is paid once a month. He worked 200 hours this month. What will Roberto's gross salary be for the month?

Federal taxes of \$35.10, state taxes of \$21.95, city taxes of \$1.35 and Social Security of \$2.35 will be deducted from Roberto's gross salary. What will his net salary be?

PAPERWORK

ACTIVITY SHEET 1

Current: this paycheck only

Gross income: total money earned, including overtime and tips

Year-to-Date: the total amount so far this year

Federal Insurance Contributions Act (Social Security Taxes)

Period of time for which this payment is made--2 weeks from June 11 to June 22

CO NO	COMPANY NAME				CHECK NO
DEPT	SOCIAL SECURITY NO	EMPLOYEE NO	EMPLOYEE NAME	PERIOD	ENDING DATE
				CHECK DATE	

CURRENT HOURS		YEAR TO DATE		TAXES	
REGULAR	OVERTIME	YTD TAXABLE	YTD GROSS	FIT	FICA

CURRENT EARNINGS			CURRENT TAXES		
REGULAR	OVERTIME	SPECIAL	CURRENT GROSS	FIT	FICA

AUTHORIZED DEDUCTIONS			
LIFE INSUR	HEALTH INSUR	PENSION	UNION DUES

ACCOUNTABLE	TOTAL DEDUCTIONS
	NET PAY

Regular (usual) hours and wages

Overtime hours and wages

Other deductions: health insurance and union dues, etc.

Federal income taxes

State income taxes

Local taxes

Net pay: the final amount the employee takes home after paying taxes and all other deductions

DETACH AND RETAIN THIS EARNINGS STATEMENT FOR YOUR RECORDS

This is called an EARNINGS STATEMENT. It is usually attached to your paycheck. Sometimes your employer lists the information somewhere on your paycheck. If you do not receive this information from your employer each time you are paid, ask your employer to provide the information for you. You need to know exactly what money is being taken out of your paycheck so you can keep good records. (Notice the words at the bottom right corner of the statement that say, "Detach (tear off) and retain (keep) this earnings statement for your records.") Turn the page and answer the questions about Jenny Jones' earnings statement.

CO NO	015		COMPANY NAME	Shady Inn Restaurant		CHECK NO	560927	
DEPT	SOCIAL SECURITY NO	EMPLOYEE NO	EMPLOYEE NAME		PERIOD	ENDING DATE	CHECK DATE	
80	000-00-000	00321	Jenny Jones		2 wks	061189	062289	

CURRENT HOURS		YEAR TO DATE TAXES						
REGULAR	OVERTIME	YTD TAXABLE	YTD GROSS	FIT	FICA	DI	SIT	LOCAL
7500		70002	70002	95.96	4095		2483	8.49

CURRENT EARNINGS				CURRENT TAXES				
REGULAR	OVERTIME	SPECIAL	CURRENT GROSS	FIT	FICA	DI	SIT	LOCAL
28001			28001	35.65	1638		878	3.09

AUTHORIZED DEDUCTIONS				ACCOUNT NO	TOTAL DEDUCTIONS
LIFE INSUR	HEALTH INSUR	PENSION	UNION DUES		
	300		100		
					NET PAY
					21311

DETACH AND RETAIN THIS EARNINGS STATEMENT FOR YOUR RECORDS

- What is Jenny's gross pay for the two-week pay period?

- What is her net pay for the two-week pay period?

- If Jenny is paid twice a month, what is her gross pay for the month?

- If Jenny is paid twice a month, what is her net pay for the month?

- What are Jenny's total deductions for the two-week pay period?

D. THE RESUME OR PERSONAL DATA SHEET

The best resumes are short (one page) and to the point. They are also neatly typed. If you do not know how to type, have someone do it for you. Then make several copies and save your original for future use. (You will want to update or change your resume as you change jobs, learn new skills or want to look for a different job).

1. A resume often lists **PERSONAL INFORMATION** first. This includes:

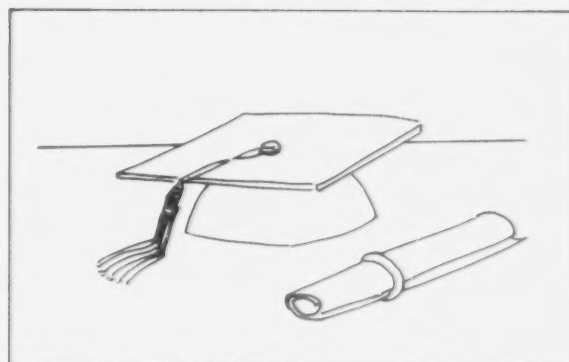
- a. Your name.
- b. Your address.
- c. Your phone number. (Usually your home phone number. If it is O.K. for an employer to call you at work, list your work number too. But be sure to tell which number is which).



2. The following is considered optional personal information:

- a. Your Social Security Number.
- b. Your birthdate.
- c. Your height.
- d. Your weight.
- e. Your marital status (if you are married or single), and/or if you have children.

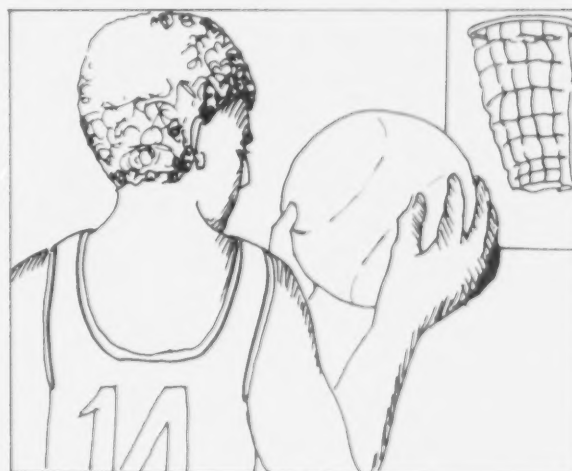
3. **WORK EXPERIENCE** or **EDUCATION** comes next. If you have little or no work experience, list education first. If you have work experience that relates to this type of job, list work experience first.



4. You may want to list your **ACTIVITIES OR INTERESTS**. These are hobbies or things you do that show you are active, involved, responsible or interesting.

- a. List both school-related and outside activities. Were you in Band, Chorus or Athletics? Were you a cheerleader or member of Pep Club?

Were you in Drama or Debate? Were you on the yearbook staff? Did you work on the school newspaper?



Were you in 4-H or Future Farmer's of America? Were you a Boy or Girl Scout? Were you in Junior Achievement? Were you active in church? Have you done any volunteer work?

- b. **INTERESTS** are hobbies or personal things you like to do that are not usually part of an organized group. Do you like to read, garden, sew, or build things. Do you collect things (like stamps, baseball cards, bugs, bottle caps). Are you a trivia buff?



5. **REFERENCES** are usually listed last. List the names of at least three people who have known you for over a year. This may include former teachers, a guidance counselor, a former employer, a neighbor or a friend. Find someone who will say something good about you.



- a. Sometimes, rather than listing the names of your references, you may say on your resume: "References available on request." If you say this, make sure you are prepared to give references on the job application.

DO ACTIVITY SHEETS 2 AND 3

PAPERWORK

ACTIVITY SHEET 2

Here is a sample of a "personal data sheet" or "resume." Using this format, create your own resume or personal data sheet.

Personal Data

Name John Doe
Address 556 Clayborne Street
City and State Clinton, Missouri 64735
Telephone (816)885-4367

Education and Training

Oakville High School Entered September, 1976 Graduated June, 1980
General Education with shop courses

Blackridge Vocational Technical School Entered September, 1980
Graduated October, 1982 Certificate in Radio Television Repair

Previous Employment

Beck's Weekly Journal June, 1980 to September, 1980
Clinton, Missouri
Position Clerk-Stock

Smith Television Repair Shop Three Summers
Clinton, Missouri June 1977, 1978, 1979 to
Position Helper-Delivery September 1977, 1978, 1979

Extra-Curricular Activities In School

Baseball, "ham" radio club, cross country, chorus, electronics club

Present Interests

Electronics, softball, bowling, jogging, painting

References

Mr. Dale T. McHale
Electronics Instructor
Blackridge Vocational School
1448 Kansas Avenue
Clinton, MO 64735
(816)885-9763

Ms. Harriet Smith
Television Repair Shop
3456 Main Street
Clinton, MO 64735
(816)885-2123

Mrs. Eileen Duncan
Beck's Weekly Journal
2222 Main Street
Clinton, MO 64735
(816)885-2694

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PAPERWORK

ACTIVITY SHEET 3

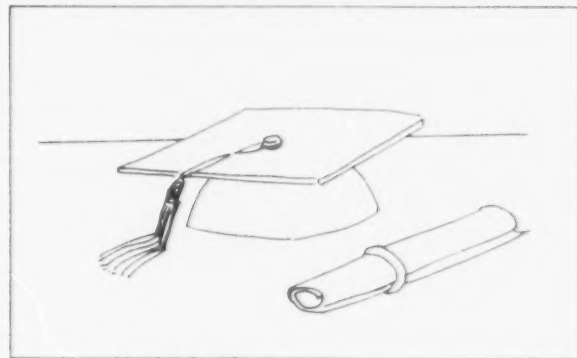
Once you have prepared your resume, put the information on a large index card, called a "personal data card." You can take this card with you when you are looking for a job. You can take the information from this card and put it on a job application form. Here is an example of a personal data card:

Education <u>OAKVILLE HIGH SCHOOL</u> School <u>512 N. MAIN</u> <u>CLINTON, MO 64735</u> Address <u>SEPT 1976 - MAY 1980</u> Dates <u>BLACKRIDGE VO-TECH SCHOOL</u> School <u>1448 KANSAS AVENUE</u> <u>CLINTON, MO 64735</u> Address <u>SEPT 1980 - OCT 1982</u> Dates Previous Employment (include summer and part-time) <u>BECK'S WEEKLY JOURNAL</u> Name of Employer <u>2222 MAIN ST.</u> <u>CLINTON, MO 64735</u> Address <u>CLERK - STOCKER</u> Job Title <u>JUNE 1980 - SEPT. 1980</u> Dates <u>SMITH TV REPAIR</u> Name of Employer <u>3456 MAIN ST.</u> <u>CLINTON, MO 64735</u> Address <u>HELPER - DELIVERY</u> Job Title <u>JUNE 1977, 78, 79</u> <u>SUMMER VACATIONS SEPT 1977, 78, 79</u> Dates	Social Security Number <u>SSS - 55-4444</u> <u>BASEBALL, RADIO CLUB, CROSS-COUNTRY</u> <u>CHORUS, ELECTRONICS CLUB</u> School Activities <u>ELECTRONICS, SOFTBALL, BOWLING,</u> <u>JOGGING, PAINTING</u> Hobbies and Special Interests References <u>DALE MICHAEL</u> Name <u>BLACKRIDGE VO-TECH SCHOOL</u> <u>1448 KANSAS AVE. CLINTON, MO 64735</u> Address <u>816 / 885-9763</u> Telephone No <u>MS. HARRIET SMITH</u> Name <u>3456 MAIN ST.</u> <u>CLINTON, MO 64735</u> Address <u>816 / 885-2123</u> Telephone No <u>EILEEN DUNCAN</u> Name <u>2222 MAIN ST.</u> <u>CLINTON, MO 64735</u> Address <u>816 / 885-2694</u> Telephone No
--	---

E. COMPLETING A JOB APPLICATION

Most employers ask you to complete a job application when you apply. It is best to use your personal data sheet, personal data card, or resume to help fill out the form (See Activity Sheets 2 and 3). Each company or business has its own forms, although the forms are similar. Most forms ask for the same basic information.

1. The application will ask for **background information**, such as your name, address and place of birth.
2. The application will ask about your **education**. Where did you go to grade school and high school? Did you graduate? Where did you go to college? Did you attend a Vo-Tech School or Junior College?
3. The application will ask about your **work experience**. "Work experience" includes any jobs you held in the past. What kind of work did you do at this past job? What was your title or position? How much were you paid? Why did you leave?
4. Applications often ask for **references**. "References" are people who know you, usually people you have known for at least one year and who have good things to say about you.



- a. Personal references are not usually people you work with. They are usually friends, relatives or neighbors.
- b. Professional references are people who know you from work. A fellow worker, former teacher or former boss might be used as professional references.
- c. The main thing to remember is to choose, as a reference, someone who will say good things about you.

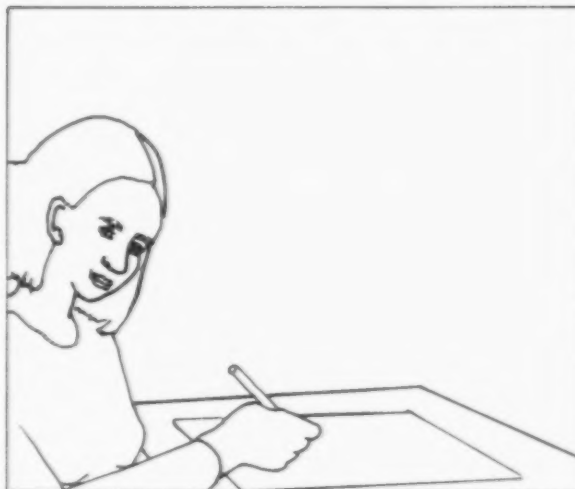


6. Sometimes a company will use your "personal data sheet" or "resume" instead of having you complete a job application. Often, the person who will interview you asks if you have a resume or personal data sheet at the time you first make contact.

The interviewer may ask to see your resume before the interview. Or the interviewer may ask you to do both: bring your resume and fill out an application when you come for the interview. If so, the resume can help you answer the questions on the application.



7. **Neatness is important.** Neatness on the application form shows the employer you care about the quality of the work you do and the impression you make.
8. Use a pen, not a pencil.
9. Make sure the information you put down is accurate. If it isn't, the employer may think you are lying.
10. Put down an answer for all questions. If the question does not apply to you, write "N/A." For instance, if a question asks about your military record and you have never been in the military, write "N/A" in the blank.
11. Go over the application a second time before you turn it in. Make sure all your answers are complete and accurate.



DO SKILL SHEET 3

DO ACTIVITY SHEET 4

PAPERWORK
SKILL SHEET 3

Directions: Circle the letter of the answer that best competes each sentence.

1. If an application asked for "previous work experience," you would list
 - a. schools you have attended.
 - b. jobs you have held in the past.
 - c. the job for which you are applying.
 - d. people who know something about you.
2. References are
 - a. people who know something about you.
 - b. places you have worked before.
 - c. activities outside of school.
 - d. personal information.
3. Under "Activities and Interests," you would list
 - a. classes you hate.
 - b. your typing speed.
 - c. hobbies.
 - d. jobs you have held in the past.
4. Under "Educational Information," you would list
 - a. jobs you have held in the past.
 - b. hobbies.
 - c. schools you have gone to, grades you have finished, or degrees you have earned.
 - d. references.

5. Under "Personal Information," you would list

- | | |
|------------------------------------|---|
| a. references. | b. your name, address, and date of birth. |
| c. jobs you have held in the past. | d. schools you have attended. |

PAPERWORK

ACTIVITY SHEET 4

Here is an example of a job application form. Fill out the form with the help of your personal data sheet, personal data card, or resume.

Application for Employment An Equal Opportunity Employer M/F				Date of Application		
Last Name		First Name or Initial		Middle Initial		
Street Address (Include City, State and Zip Code)				Social Security No.		
Telephone No. (Inc. Area Code)				()		
Are you at least 18 years of age? ☐ Yes ☐ No				Are you under 18 years of age? ☐ Yes ☐ No		
If under 18 years of age, applicant will be required to submit a work certificate if required by the state.						
Have you ever been employed by Pennys or any of its subsidiaries?		If yes, note unit number and address		Termination Date		
☐ Yes ☐ No				Why did you leave?		
Position / general work area for which you are applying				Date you can start work		
Type of employment you are seeking			If part time or temporary, note days, hours and length of time you desire employment			
☐ Full Time ☐ Part Time ☐ Temporary						
Describe any background experience, military service, education or training which you consider applicable to the position for which you are applying			Name and Location of Schools Attended		Did you graduate?	
			Grammar School		☐ Yes ☐ No	
			High School			
			Other (Name or Type)			
Federal law and a majority of state laws prohibit discrimination in employment because of sex, race, color, religion, age, handicap, and national origin. The 1978 amendments to the Age Discrimination in Employment Act of 1967 prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age. Of course, the company observes all valid state and local laws which have a higher age requirement.						
JCF 8300-1 (Rev. 9/81) (front)						
Work History						
Dates Employed		Company Name and Address (Start with last or present employer)	Nature of Work During Each Employment and Supervisor's Name	Earnings		Reason For Leaving
From Mo. / Yr.	To Mo. / Yr.			Start	Leaving	
/ /	/ /					
/ /	/ /					
If you are employed at present, why do you wish to change?			If currently employed, may we contact your employer for a reference at this time?			
			☐ Yes ☐ No			
Do you have any physical or mental condition which may limit your ability to perform the job applied for or pose a potential risk to other employees?			☐ Yes ☐ No			
			If yes, please explain			
Are you legally eligible to work in the United States? ☐ Yes ☐ No			Type of Visa held			
			Document No.			
List relatives employed by Pennys			Name and address of person to contact in an emergency			
Within the last 7 years, have you been convicted of a felony involving dishonesty, breach of trust, or one closely related to your future work here?						
☐ Yes ☐ No						
I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.						
Signature as shown on Social Security Card						

F. PREPARING A PORTFOLIO

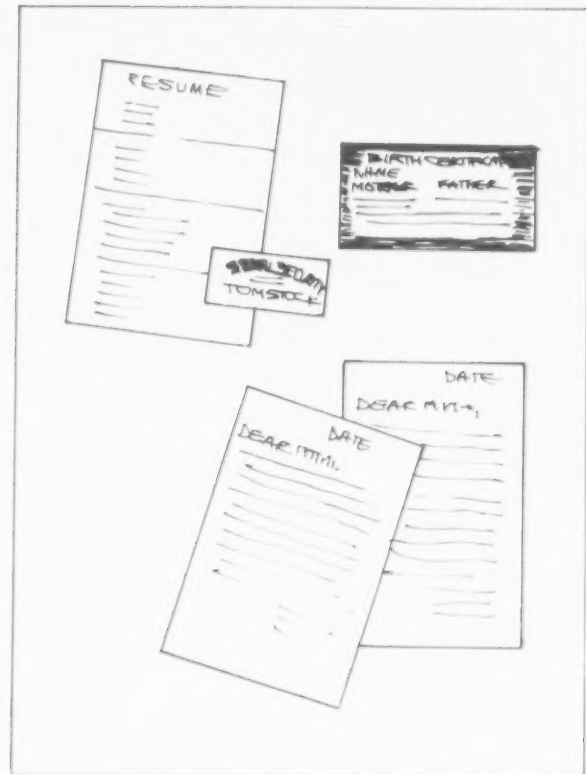
A **PORTFOLIO** is a folder that contains all the information you will take with you to the job interview or the information you will prepare before looking for a job. Your portfolio helps you be prepared. It helps you fill out job applications.

PUT THE FOLLOWING IN YOUR PORTFOLIO:

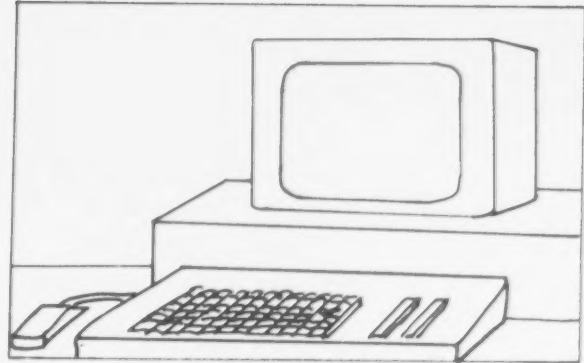
1. Your resume.
2. A list of your work experience.
3. Names of your references.
4. Letters of recommendation from previous employers.

YOU MIGHT INCLUDE:

1. Grade cards.
2. Your social security card.
3. Proof of citizenship. (A birth certificate and/or Driver's license or ID card -- with your picture on it.)
4. Your "green card" (or "pink card" -- the government sometimes changes the color) or work visa (if you are not a U.S. citizen).



5. A list of skills you have learned in school that would be used on the job, such as typing, welding, cooking, bookkeeping, computer training, etc.
6. A list of any odd jobs you have done, such as lawn mowing or babysitting.



DO SKILL SHEET 4

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PAPERWORK
SKILL SHEET 4

Directions: Put a check beside those items that might be included in a portfolio.

- _____ 1. grade cards
- _____ 2. bowling averages
- _____ 3. names of references
- _____ 4. typing speed
- _____ 5. transcripts
- _____ 6. resume or personal data sheet
- _____ 7. letters of recommendation
- _____ 8. best friend's phone number
- _____ 9. golf handicap
- _____ 10. social security card
- _____ 11. work visa or green card
- _____ 12. birth certificate
- _____ 13. list of favorite movies
- _____ 14. list of skills you have learned in school
- _____ 15. list of jobs you have held

PAPERWORK
UNIT REVIEW

Directions: Match the term on the left with the correct definition of it on the right.

- | | |
|--|---|
| _____ 1. benefit | a. amounts of money taken out of a paycheck |
| _____ 2. wage | b. something an employer gives an employee over and above a salary to make the job worth more |
| _____ 3. salary | c. the amount of money paid to an employee before deductions are taken out |
| _____ 4. deductions | d. the amount of money taken home after deductions are taken out |
| _____ 5. gross pay | e. a fixed, regular payment made to an employee in return for work |
| _____ 6. net pay | aa. a payment made to an employee on the basis of hours or days the employee has worked |
| _____ 7. references | ab. a folder that includes all the information you take with you to a job interview |
| _____ 8. personal data sheet or resume | ac. a national retirement plan that pays you money after you retire |
| _____ 9. portfolio | |
| _____ 10. earnings statement | |
| _____ 11. personal data card | |
| _____ 12. Social Security | |

(OVER)

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- ad. names of people given to an employer so that he or she can find out more about you.
- ae. a piece of paper, usually attached to a paycheck, that lists gross pay, net pay and deductions
- bc. a sheet of paper that lists information about a job applicant
- bd. a small, handy card on which you list information from your resume or personal data sheet

PAPERWORK
PERFORMANCE CHECKLIST

Student _____ has successfully
performed the following skills:

	Yes	No	Comments
1. Discussed the value of benefits.			
2. Named at least five deductions			
3. Completed a job application from a personal data sheet.			
4. Prepare a portfolio.			

Satisfactory - Should move on ☐
Repeat this unit ☐

Student's signature/Date

Instructor's signature/Date

CORE EMPLOYMENT SKILLS

SUPPLEMENTARY UNITS • KEEPING THE JOB



PRODUCED BY THE
INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI • COLUMBIA
IN COOPERATION WITH
THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION



KEEPING THE JOB

INTRODUCTION

Once you have a job, you must know how to keep it. Keeping a job means using what you have learned in previous units as well as learning some new skills. Keeping the job is also the first step to advancing in your career or making job changes.

UNIT OBJECTIVE

In this unit, you will learn about starting, keeping and changing jobs. You will also learn how to advance in your career.

SPECIFIC OBJECTIVES

1. Identify steps for starting a job (probationary period).
2. Identify steps for keeping a job.
3. Identify steps for advancing in a job.
4. Identify steps for changing jobs.

ARE YOU READY?

Put a check beside the statement that is true for you.

☐

I can do these tasks and want to go through the Performance Checklist.



SEE YOUR INSTRUCTOR

☐

I want to study the information in this unit before I do the Performance Checklist.



TURN PAGE AND BEGIN

A. TERMS

1. **Dependability** - reliability, showing that a person can be trusted.
2. **Initiative** - the ability to think or act without being urged. A person with initiative finds work to do without being told first.
3. **Performance evaluation** - a record, kept by an employer, of how well an employee does his or her job.
4. **Performance review** - a meeting at which an employer and employee discuss the employee's work and work habits.
5. **Prestige** - the ability to impress or influence others because of one's (1)record of success, (2)position, (3)wealth or (4)character traits.
6. **Promotion** - an advancement in position at work that usually brings more authority.
7. **Probationary period** - a brief period of time, usually two weeks to six months, during which the employer observes the new employee.
8. **Seniority** - status or priority gained through length of service in a job.

B. STARTING A JOB

Before you begin a new job, you should think about the job and learn something about it.

1. Prepare yourself by finding out about the job. Ask questions. Do some thinking. What does the new job mean to you? What will the job ask of you? What will the employer expect of you? What can you do to make the job a success?
2. Go into the job with a positive attitude. It can make the difference between keeping your job or being asked to leave.
3. Most jobs begin with a probationary period. During a probationary period, you are being observed for a brief period of time. It may last one month, three months, six months or any other amount of time your employer has decided on.
 - a. All new employees go through a probationary period. During this period, an employee learns about the job as the employer observes the employee's ability to do the work.



- b. The probationary period can be scary. As a new employee, you must prove you can do the job.

You must show you can
(1) follow directions,
(2) learn new things,
(3) get along with other employees and
(4) do the work assigned to you.



- c. The probationary period can work to your advantage. During this time, you can find out how well you like the job. Remember that learning any new activity takes time. You won't feel comfortable at first.

DO SKILL SHEET 1

KEEPING THE JOB

SKILL SHEET 1

Directions: Circle the letter of the answer that best completes the following sentences.

1. When you are first employed, you must go through a (an)
 - a. operation.
 - b. probationary period.
 - c. car wash.
 - d. summer camp.

2. During your probationary period, you must prove you can follow directions, learn new things, _____.
 - a. get along with other employees and do the work assigned to you.
 - b. fight with other workers and yell at your boss.
 - c. make mistakes and spend your money unwisely.
 - d. tell others what to do and leave work early every day.

3. Feeling comfortable with your job
 - a. comes easily.
 - b. takes time.
 - c. never happens.
 - d. is impossible.

4. When starting a job, you should have a _____.
 - a. negative attitude.
 - b. sports car.
 - c. little brother.
 - d. positive attitude.

C. KEEPING A JOB

The first part of keeping a job is making it through the job's probationary period without angering your employer. You must show the employer you care about doing the job well.

1. In order to do the job well, you must follow directions.
2. Keeping a job also means putting into practice what you learned in previous units, especially "WORK ATTITUDES AND HABITS" and "RELATIONS WITH OTHERS."

a. Work Attitudes and Habits.

To keep your job, you must show good work attitudes and habits.

b. Relations with others.

To keep your job, you must also get along with your boss and other workers.



DO SKILL SHEETS 2, 3 AND 4

KEEPING THE JOB

SKILL SHEET 2

Directions: The following list will test your ability to follow directions. You should complete the test in five minutes. Your teacher will time you. When your teacher tells you to start, follow the list of directions exactly as given below.

1. Read all directions before you do anything.
2. On this sheet of paper, write your name in the upper right hand corner.
3. On the bottom half of this page, write numbers "1" through "10." Draw two blank lines beside each number.
4. Draw three circles beside number "1."
5. Put an "x" in the first and third circles.
6. Draw a square around numbers "3" and "5."
7. Write your birth date beside number "2."
8. Count the number of pages in this unit, and write that number beside number "4."
9. Write your age on the blank line beside number "5."
10. Count the number of males in the room and put that number beside number "6."

11. Count the number of females in the room and put that number beside number "7."
12. Put today's date beside number "8."
13. Say the name of your home town out loud, and write it beside number "9."
14. Count the number of students in the room, and put that number beside number "10."
15. Say out loud, "I am on number 15, and I have not missed any directions."
16. Now that you have read all the directions, only do what numbers "1," "2" and "3" tell you to do.

KEEPING THE JOB

SKILL SHEET 3

Directions: Do you remember what you learned about good work attitudes and habits? Pretend you are asking questions about someone you are thinking of hiring. You call the person's former boss. This former boss makes the comments below. Put a check beside those items that are good work attitudes or habits and that would make you want to hire this person.

- _____ 1. "He/she has a professional attitude."
- _____ 2. "He/she talks badly about the boss."
- _____ 3. "He/she shows enthusiasm and enjoys the job."
- _____ 4. "He/she concentrates while working."
- _____ 5. "He/she comes to work with dirty clothes, dirty hair and dirty fingernails."
- _____ 6. "He/she takes good care of the equipment."
- _____ 7. "He/she Watches for the safety of others."
- _____ 8. "He/she made the company look good in public."
- _____ 9. "He/she is often late and lies about why he/she is late."
- _____ 10. "When a mistake is made, he/she tells the supervisor someone else did it."
- _____ 11. "He/she takes responsibility for his/her actions."

- _____ 12. "He/she arrives to work on time and prepared to work."
- _____ 13. "He/she is dependable and does what he/she says he/she will."
- _____ 14. "He/she misses work frequently."
- _____ 15. "He/she adapts well to changes."
- _____ 16. "After he/she finishes one task, he/she stands around and waits to be told what to do."
- _____ 17. "He/she waits until the last half hour of the day to get most of his/her work done."
- _____ 18. "When his/her supervisor says he/she needs to do the work in a different way, he/she pouts for the rest of the day."
- _____ 19. "He/she listens to criticism and uses the criticism to change for the better."
- _____ 20. "He/she shows initiative. He/she will begin another task without being asked."

If you had trouble remembering any of the items in Skill Sheet 2, review Unit 3. Good work attitudes and habits are important for keeping your job.

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KEEPING THE JOB

SKILL SHEET 4

Directions: Do you remember what you learned about relations with others? Circle the letter next to the pictures below that show someone practicing good working relations with others. Look back at Unit Two if you need help.

1. A.



B.



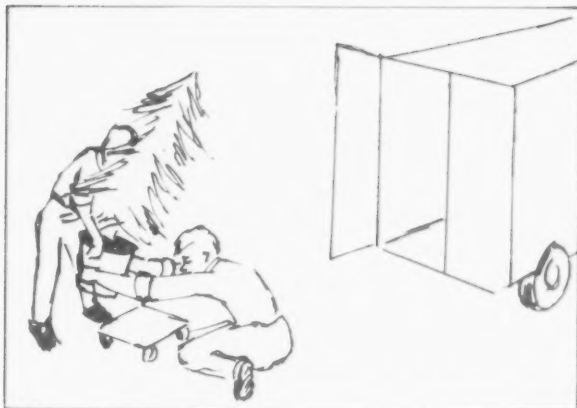
2. A.



B.



3. A.



B.



4. A.



B.



D. WHAT YOUR EMPLOYER EXPECTS OF YOU

To keep a job, you must do what your employer expects of you. Just as you expect safe working conditions and fair treatment from your employer, your employer expects you to:

1. **Cooperate.** Your employer expects you to accept criticism and to use the criticism to do your work better. He or she expects you to get along with other workers.
2. **Follow directions.** Your employer expects you to do what you are told.
3. **Show honesty.** Honest employees do not take advantage of the work situation. They get to work on time, work until quitting time and stop working only on allowed breaks. They do not steal.
4. **Show enthusiasm.** Employers expect their employees to be eager and show interest in their work. Enthusiasm shows when you arrive on time and ready for work, and when you are excited to learn new work skills.
5. **Show initiative.** You show initiative by looking for more work to do after you complete the work you have been assigned.



6. **Show dependability.** You show dependability by making a habit of coming to work on time and doing your work properly.

It means telling your employer as soon as possible when you expect to be absent from work. It means finishing work on time. And it means doing your work well.

Employers want to know that when they give you a job to do, you will get it done properly and on time.



DO SKILL SHEET 5

KEEPING THE JOB

SKILL SHEET 5

Directions: Find the following words, which have to do with what an employer expects of you, in the word search puzzle below.

HONESTY

DEPENDABLE

COOPERATE

ENTHUSIASM

INITIATIVE

FOLLOW DIRECTIONS

A	S	F	D	E	P	E	N	D	A	B	L	E
D	X	O	E	C	T	I	O	N	S	A	E	W
I	Y	L	A	H	Z	B	C	D	B	H	M	D
R	Z	L	G	F	P	Y	A	C	C	E	P	T
H	M	O	O	V	E	T	E	W	C	I	L	C
O	Q	W	R	A	O	P	B	O	N	V	O	R
N	P	D	I	R	E	C	T	I	O	N	S	I
E	O	Y	O	K	L	E	T	Y	N	N	E	T
S	T	N	J	O	O	I	R	I	E	Z	E	I
T	V	X	E	T	A	R	E	P	O	O	C	C
Y	E	I	M	T	E	H	E	M	T	R	O	I
J	B	G	I	F	R	A	U	S	Y	E	Q	S
E	N	V	E	N	T	H	U	S	I	A	S	M
Q	E	B	B	P	O	R	K	T	R	E	E	M

E. PERFORMANCE EVALUATIONS

To advance in your job, and to keep your job, you need to know about performance evaluations. A performance evaluation is a record kept by an employer.

1. The employer observes how his or her employees are doing their work and how they are getting along with other workers. These observations are often written down on a "performance evaluation form."
2. On some schedule, often every year or every six months, the employer sits down with the employee and tells the employee how he or she is doing and how to improve.



These meetings are your opportunity, as an employee, to tell about problems you are having. Try to think of these "performance reviews," as tools to use in improving yourself.

3. Evaluations help identify an employee's strengths and weaknesses. They help an employer make sure the employee is improving.

4. Performance evaluations are often used by the employer to make decisions about training and promoting workers.

DO SKILL SHEET 6



KEEPING THE JOB

SKILL SHEET 6

Directions: Circle the letter of the answer that best completes the sentence.

1. A performance evaluation is
 - a. a record, kept by your boss, that shows how well you've done your job.
 - b. a fight with your brother or sister.
 - c. a review of a play in a newspaper.
 - d. part of your daily routine.
2. Performance evaluation forms are filled out by
 - a. an employee.
 - b. a policeman.
 - c. an employer or supervisor.
 - d. a janitor.
3. A performance review is usually given
 - a. three times a day.
 - b. after every meal.
 - b. on holidays.
 - d. once or twice a year.
4. When meeting with you in a performance review, your employer should talk about
 - a. your strengths and weaknesses.
 - b. the baseball playoffs.
 - c. your family.
 - d. your favorite singer.

5. The performance review is your chance to

- a. insult your boss.
- b. talk about problems you are having at work.
- c. complain about other workers.
- d. bite your nails.

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KEEPING THE JOB

ACTIVITY SHEET 1

Directions: With a classmate, act out the roles of employer and employee in a performance review. Play both roles. Your teacher will give each "employer" a list of facts to review about the employee. The employer must tell the employee how he or she has performed over the past six months. If the news is bad, the employer must find a good way to tell the employee so. If your teacher wishes, he or she can videotape the performance reviews.

F. ADVANCING IN A JOB (PROMOTIONS)

A "promotion" occurs when an employee advances to a higher level of authority within a company. Opportunities for promotion usually occur when:

- (1) **Another employee leaves** a job for any reason. He or she might be retiring, taking a job with a different company or moving away.
 - (2) **Another worker in a higher position is fired or demoted.**
 - (3) **The company is growing**, and more workers are needed.
1. When a job is vacant, the employer often promotes a good employee into that position so that work will flow smoothly.
 2. When a promotion is made, someone must be hired or promoted to fill the promoted person's old job.
 3. Sometimes, employers create new jobs to meet company needs. Present employees are often promoted to these positions. Employers like to hire workers they know.
 4. Employers consider several factors when deciding whom to promote. Most of these factors are related to how an employee has performed on the job.



- a. **Seniority.** Seniority is based on the time an employee has worked for a company. The longer an employee works, the more seniority he or she earns.

Employers do not usually promote someone only on the basis of seniority, but seniority is often a factor in the decision.

- b. **Quality of work.** The quality of an employee's work is an important factor in an employer's decision to promote an employee.

"Quality of work" means how neatly, thoroughly or accurately an employee has done his or her job. Employees who are accurate, neat and thorough are, most often, employees who are considered for promotion.



- c. **Quantity of work.** The quantity of work is the amount of work an employee gets done within a certain amount of time, usually by the end of the workday. An employer is not likely to promote someone who does not get much work done.



- d. **Dependability.** Dependable employees get to work on time and have a good attendance record. Their employer can count on them. They get what they are told to do done.
- e. **Cooperation.** Cooperation is the ability to get along with other people. A cooperative employee gets along with others, believes the group is more important than himself and is willing to accept criticism and guidance.
- f. **Job knowledge.** Employers promote employees who know their jobs. These employees understand what it takes to do their jobs. They try to learn more about how to do their jobs and are able to solve problems quickly.
- g. **Communication skills.** The ability to communicate is an important factor. Someone who has authority over other workers must be able to give clear directions.



In some jobs, the employee must be able to write reports or requests for materials or equipment. To do this, the employee must be able to organize his or her thoughts and put them on paper.



- h. **Leadership.** Employers promote employees who demonstrate leadership. These employees show an ability to get work done; work well with other workers and accept responsibility.

DO SKILL SHEET 7

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KEEPING THE JOB
SKILL SHEET 7

Directions: Find and circle the nine words, listed below, that deal with promotion.

COOPERATION
KNOWLEDGE
QUALITY

COMMUNICATION
LEADERSHIP
QUANTITY

DEPENDABILITY
PROMOTION
SENIORITY

C	A	B	B	X	P	D	Q	A	Y	W	F	M	I	H	T	S	R
T	O	Y	T	K	N	O	W	L	E	D	G	E	O	Q	J	N	U
P	U	M	O	T	B	A	X	T	R	Y	S	S	G	U	X	P	V
Q	E	V	M	E	A	N	E	D	C	O	R	E	P	A	N	T	W
C	K	G	L	U	B	J	P	U	C	S	V	N	Y	N	X	Y	E
D	V	P	E	O	N	E	T	Q	U	X	N	I	Z	T	Z	D	F
W	R	D	A	Q	D	I	T	P	R	O	M	O	T	I	O	N	H
T	E	P	D	L	S	M	C	O	O	P	E	R	A	T	I	O	N
H	W	D	E	P	E	N	D	A	B	I	L	I	T	Y	T	I	P
R	I	L	R	F	K	A	O	N	T	R	S	T	Y	S	K	Q	H
E	L	J	S	M	C	Q	U	A	L	I	T	Y	K	Q	E	A	S
U	G	T	H	R	H	N	O	R	H	G	O	E	O	T	Z	M	L
Z	X	G	I	U	S	R	D	C	J	T	U	N	T	A	X	A	W
F	S	Q	P	I	V	R	I	R	O	Y	N	E	B	N	O	B	Z

G. ADVANTAGES AND DISADVANTAGES OF A PROMOTION

A promotion brings both advantages and disadvantages. The advantages of a promotion might include:

1. **More Pay.** A promotion usually means an increase in your wages, salary or fringe benefits.
2. **More authority.** A promotion usually brings a position with more decisions to make about what things are done, how they are done and who does them. You may be supervising other employees.
3. **Satisfaction.** A promotion shows that your employer thinks you are a valuable employee. This makes you feel good.
4. **Prestige.** When you are promoted, other workers may ask you for advice more often and look to you for leadership.
5. **Opportunity.** Promotions let you gain experience that can help you move on to still higher positions in the future. Every promotion can be a step toward your career goals.



6. **More training.** A promotion usually brings new tasks and responsibilities. Your employer should train you for them. This training improves your value as an employee.

The disadvantages of a promotion might include:

1. **Change in relationships.** A promotion may change the way you relate to other workers. You might become a supervisor over people you once worked with and have to work with them in a more professional manner.
2. **Change in your work hours.** Because promotions often bring more responsibility, you may be required to spend more time at work. If you are the warehouse supervisor and a truck shipment is delayed, you may have to stay at work until it comes in.
3. **More criticism.** More responsibility may bring more criticism. You will need to listen and do your best. Remember that you may not be able to please everyone all of the time.



DO SKILL SHEET 8

KEEPING THE JOB
SKILL SHEET 8

Directions: Below is a list of possible advantages and disadvantages of a promotion. Beside the possible advantages, write an "A." Beside the possible disadvantages, write a "D."

- _____ 1. prestige
- _____ 2. more training
- _____ 3. more hours
- _____ 4. more pay
- _____ 5. more criticism
- _____ 6. change in relationships
- _____ 7. satisfaction
- _____ 8. opportunity
- _____ 9. more authority

H. LEAVING A JOB

Sometimes it is necessary to change jobs. When you do, be careful. Think carefully about the change. Be sure you are leaving for a good reason. There are four common reasons for leaving a job.

- (1) You may have been offered a better job. The new job could mean more pay or benefits, better working conditions, more responsibility or more opportunity for advancement.

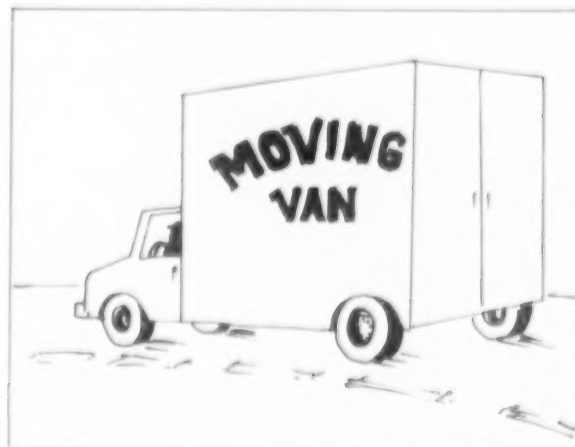


- (2) You may decide to return to school. This education might prepare you for a better job in the future.

- (3) You may decide, after working at your job a while, that the work you are doing is not right for you.

- (4) You may decide to move to a different community. If you are married, you might have to move if your husband or wife has to move.

1. If you decide to leave your job, do it correctly. Follow company policy. Look in the employee guidelines or manual.



2. If your company has no employee manual, ask another employee **WHOM YOU CAN TRUST TO KEEP A SECRET**. Make sure you ask someone who won't spread the news that you are leaving.
3. If there are no company rules about changing jobs, make sure to tell your boss **AS SOON AS POSSIBLE** that you are leaving. A good rule is to tell your boss at least two weeks ahead of the date you will quit.
4. Above all, make sure your former boss is not upset with you.
 - a. Every job you have is part of your work record. Future employers will check with your past employers to find out about you.
 - b. Even if you were a great employee, angering your boss by suddenly changing jobs without proper notice could affect your chances of getting hired in the future.
 - c. A new employer should understand and respect your need to give proper notice to your old employer.



KEEPING THE JOB

UNIT REVIEW

1. Write down four common reasons for leaving a job.

- a. _____
- b. _____
- c. _____
- d. _____

2. A probationary period is

- a. an advancement in position that usually brings more authority.
- b. a brief period of time, usually two weeks to six months, during which the employer observes the employee.
- c. a record, kept by an employer, of how well you do your job.
- d. the ability to impress or influence because of one's past record of success.

3. A promotion is

- a. an advancement in position that usually brings more authority.
- b. a brief period of time, usually two weeks to six months, during which the employer observes the employee.
- c. a record, kept by an employer, of how well you do your job.
- d. the ability to impress or influence because of one's past record of success.

4. A performance evaluation is

- a. an advancement in position that usually brings more authority.
- b. a brief period of time, usually two weeks to six months, during which the employer observes the employee.
- c. a record, kept by an employer, of how well you do your job.
- d. the ability to impress or influence because of one's past record of success.

5. Seniority is

- a. an advancement in position that usually brings more authority.
- b. status or priority gained through length of service in a job.
- c. a record, kept by an employer, of how well you do your job.
- d. the ability to impress or influence because of one's past record of success.

6. Prestige is

- a. an advancement in position that usually brings more authority.
- b. status or priority gained through length of service in a job.
- c. a record, kept by an employer, of how well you do your job.
- d. the ability to impress or influence because of one's past record of success.

7. Initiative is

- a. reliability, showing that he or she can be trusted.
- b. status or priority gained through length of service in a job.
- c. the ability to think or act without being urged.
- d. the ability to impress or influence because of one's past record of success.

KEEPING THE JOB
PERFORMANCE CHECKLIST

Student _____ successfully performed the following tasks:

	YES	NO	COMMENTS
1. Identified steps for starting a job (probationary period).			
2. Identified steps for keeping a job.			
3. Identified steps for advancing in a job.			
4. Identified steps for changing jobs.			

Satisfactory - should move on ☐

Should repeat this unit ☐

Student's Signature/Date

Instructor's Signature/Date